



think nursing

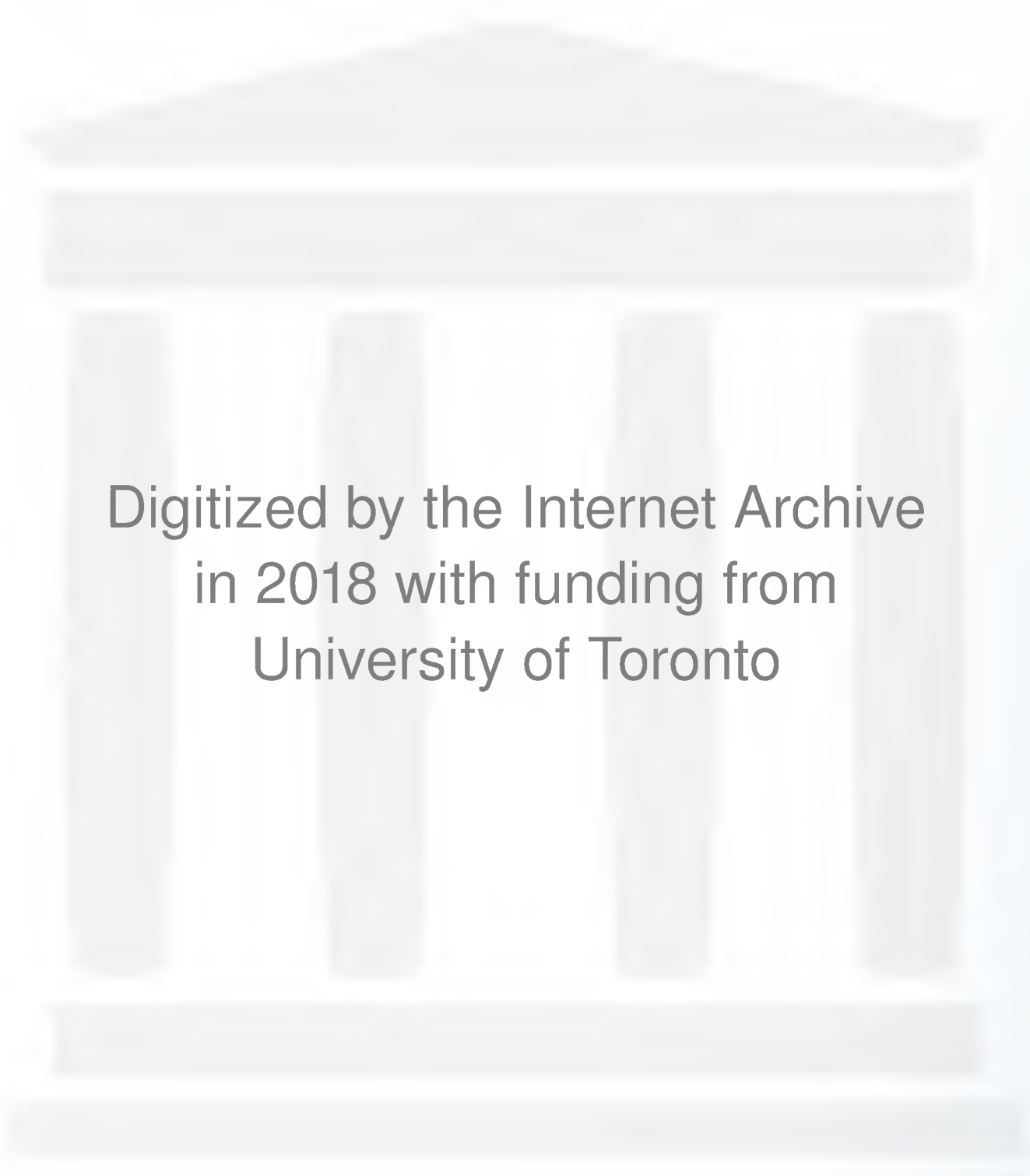


FACULTY OF
NURSING

2001-2002



University of Toronto



Digitized by the Internet Archive
in 2018 with funding from
University of Toronto

<https://archive.org/details/calendar2002nurs>

As I write this message, health care in Canada seems to be in turmoil. We are facing a serious nursing shortage and nurses and citizens are concerned about retaining the nurses already in the system as well as recruiting new professionals. This has increased the focus and attention on the many roles nurses play and the significant contribution we make to the well being of the community and the country. The Faculty of Nursing is pleased to be able to be expanding our undergraduate and graduate programs to help address the need for more beginning practitioners as well as more advanced practice nurses. Through our educational programs and the strength and relevance of our research programs we are proud to be able to continue to play a part in addressing the current and future needs of Canadians.

There is a lot going on in the Faculty of Nursing and at the University of Toronto. This document provides only a small amount of that information. I encourage you to check our website regularly at www.nursing.utoronto.ca to keep up with the many programs and activities that make the Faculty of Nursing the interesting and progressive place that it is. I also encourage you to become familiar with the University of Toronto and its many programs and activities; it is a truly great university and you will enjoy participating and being part of it. We are also privileged to partner with the best health care agencies in the country—these agencies provide students with the best possible experience and the opportunity to work with excellent colleagues in a variety of disciplines and professions.

As I write this message, I am preparing to retire as Dean of the Faculty of Nursing. It has been a pleasure and a privilege to be part of the Faculty of Nursing and to help us chart our plans for the future. We have a new vision and new goals and the future looks bright for us. I know that under the leadership of the incoming Dean, Dr. Dyanne Affonso, these goals will be realized, if not exceeded. Good luck to all—by working together, we can shape our desired future.



Gail J. Donner

DEAN



University of Toronto

50 St. George Street

Toronto, Ontario M5S 3H4

Tel: [416] 978-2865

Fax: [416] 978-8222

Information in this calendar is accurate at time of printing.

For updated information please visit our web site at:

www.utoronto.ca/nursing

INTRODUCTION

Programs Offered at the Faculty of Nursing	8
Officers of the University	9
Administrative Officers and Faculty	10

UNDERGRADUATE PROGRAM

Undergraduate Sessional Dates and Deadlines 2001-2002	16
Introduction to Undergraduate Nursing Education	16
Applications for Admission	17
Newly Admitted Students	20
Course Exemptions and Post Admission Requirements	20
Undergraduate Curriculum and Course Descriptions	21
Fees and Other Expenses	24
Undergraduate Department – Grading Regulations	25
Undergraduate Program – Scholarships, Awards, Loans and Bursaries	32
Admission Awards	32
In-course Awards	32
Awards for Graduating Students	34
Bursaries and Loans	35
University of Toronto Awards	35

t a b l e o f

c o n t e n t s

GRADUATE PROGRAMS

Applications and Deadline	38
Graduate Department - Grading Practices	38
MASTER'S PROGRAMS	39
Master of Nursing (M.N.)	39
Admission Requirements	39
Fields of Study	39
Program and Degree Requirements	40
Master of Nursing/Master of Business Administration (M.N./M.B.A.)	40
Admission Requirements	40
Program and Degree Requirements	41
Master of Science of Nursing (M.Sc.N.)	41
Fields of Study	41
Program and Degree Requirements	41
Length of Program	42
COLLABORATIVE PROGRAMS	42
PH.D. PROGRAM	
Application and Admission	42
M.N./Ph.D. Transfer	43
Fields of Study	43
Program and Degree Requirements	43
REQUIRED COURSES	
M.N. Program	45
Nursing Administration and Clinical Nursing	45
Acute Care Nurse Practitioner	45
M.N./M.B.A. Program	46
Ph.D. Program	46
Elective Courses	47
Course Descriptions	49
Graduate Fellowships, Awards, Loans and Bursaries	58
Admission Awards	58
In-Course Awards	62
Bursaries	63

RULES AND REGULATIONS - ACADEMIC AND CLINICAL

Important Notices .....	.62
Guidelines for Ethical and Professional Conduct for Nursing Students .....	.63
University of Toronto Rules and Regulations .....	.65
Code of Student Conduct .....	.65
Code of Behavior on Academic Matters .....	.68
Access to Student Academic Records .....	.71
Academic Sanctions for Students Who Have Outstanding University Obligations .....	.72

NURSING ASSOCIATIONS AND STUDENT SERVICES

Faculty of Nursing Alumni Association .....	.74
Sigma Theta Tau .....	.74
Disability Services .....	.75
Health Sciences Writing Centre .....	.75
Office of the University Ombudsperson .....	.75



STRIVING FOR
EXCELLENCE
THROUGH THE
STRENGTH
OF OUR
DIFFERENCES

introduction

PROGRAMS OFFERED

1. BACHELOR OF SCIENCE IN NURSING

The B.Sc.N. undergraduate Nursing program is offered in a two-year format only. This program, open to students with at least two years of university study, is 23 months in length.

2. CERTIFICATE AS A NURSE PRACTITIONER (PRIMARY HEALTH CARE)

This is a twelve-month full-time program for B.Sc.N. graduates, developed and taught jointly by the ten university Nursing programs in Ontario. This program is also available in part-time study.

3. MASTER OF NURSING

A two year program to prepare advanced practitioners of Nursing who have specialized knowledge and skills in a defined area of Nursing and the expertise to design programs and influence practice in that area.

- Nursing Administration
- Clinical Nursing
- Acute Care Nurse Practitioner -Adult or Child Acute Care
- M.N./M.B.A.

4. POST-MASTER'S NURSE PRACTITIONER DIPLOMA

The Post-Master's Nurse Practitioner Diploma allows students who have a relevant Master's degree to develop the knowledge and skill required to perform the challenging and rewarding nurse practitioner role in acute care settings.

5. PH.D.

This program prepares nurses to become researchers.

6. COLLABORATIVE PROGRAMS

Students in the Graduate Department of Nursing Science may elect to participate in the following collaborative programs:

A. AGING AND THE LIFE COURSE

Information can be obtained from the Institute for Human Development, Life Course and Aging at 222 College St., Suite 106, Toronto, Ontario M5T 3J1 Tel. no. (416) 978-7910

Web site: www.utoronto.ca/lifecourse

B. BIOETHICS

Information can be obtained from the Joint Centre for Bioethics at 88 College Street, Toronto, Ontario M5G 1L4 Tel. no. (416) 978-2709

Web site: www.utoronto.ca/jcb

C. ETHNIC, IMMIGRATION, AND PLURALISM STUDIES

Information can be obtained from the Department of Sociology at 725 Spadina Avenue, Toronto, Ontario M5S 2S4 Tel. no. (416) 978-3414

Web site: <http://www.utoronto.ca/ethnicstudies>

D. WOMEN'S STUDIES

Information can be obtained at the Institute for Women's Studies and Gender Studies, New College, 40 Willcocks St., Rm. 2045, Toronto, Ontario M5S 1C6 Tel. no. (416) 978-3668

E-mail <grad.womenstudies@utoronto.ca> Web site: www.utoronto.ca/womens/gws/gradprog.htm

7. CONTINUING EDUCATION

Continuing education courses for nurses, jointly planned by the Faculty of Nursing and the School of Continuing Studies, are offered through the School of Continuing Studies, 158 St. George Street, Toronto, M5S 1A1, 978-6714.

OFFICERS OF THE UNIVERSITY

CHANCELLOR

The Honourable H.N.R. Jackman, C.M., K.St.J., B.A.,
L.L.B., L.L.D.

CHAIR, GOVERNING COUNCIL

W. Cecil-Cockwell, B.A.

PRESIDENT AND CHIEF EXECUTIVE OFFICER

R. Birgeneau, B.Sc., Ph.D.

VICE-PRESIDENT & PROVOST

A. Sedra, B.Sc., M.A.Sc., Ph.D.

VICE-PRESIDENT AND CHIEF DEVELOPMENT OFFICER

J. Dellandrea, B.A., M.Ed., Ed.D.

VICE-PRESIDENT, GOVERNMENT AND INSTITUTIONAL RELATIONS

S. Levy, B.A., M.A., L.L.D.

VICE-PRESIDENT, HUMAN RESOURCES

A. Hildyard, B.Sc., M.A., Ph.D.

VICE-PRESIDENT, RESEARCH AND INTERNATIONAL RELATIONS

H. Munroe-Blum, B.A., B.S.W., M.S.W., Ph.D.

DEPUTY PROVOST

C.J. Tuohy, B.A., M.A., Ph.D.

VICE-PROVOST, RELATIONS WITH HEALTH CARE INSTITUTIONS

D. Naylor, M.D., D. Phil., FRCPC

VICE-PROVOST, PLANNING & BUDGET

D. McCammond, B.Sc., Ph.D.

VICE-PROVOST

V. Goel, SM, M.Sc., M.D. C.M., FRCPC

VICE-PROVOST, STUDENTS

I. Orchard, B.Sc. Ph.D., D.Sc.

VICE-PROVOST, SPACE AND FACILITIES PLANNING

R. Venter, B. Eng., Ph.D.

ACTING CHIEF FINANCIAL OFFICER

S. Brown, B.A., M.B.A.

DIRECTOR OF STUDENT AFFAIRS

S. Addario, B.A., M.A.

SECRETARY OF THE GOVERNING COUNCIL

L. Charpentier, B.Sc., M.B.A.

CHIEF LIBRARIAN

C. Moore, B.A., M.L.S.

UNIVERSITY REGISTRAR

K.J. Swift, B.Sc., M.Ed.

OTHER UNIVERSITY ADMINISTRATIVE OFFICERS

UNIVERSITY OMBUDSMAN

M. Ward, B.A., M.A.

STATUS OF WOMEN OFFICER

J. Globerman, Ph.D.

SEXUAL HARASSMENT OFFICER

P.M. Stamp, B.A.

DIRECTOR OF STUDENT SERVICES

M. Van Nomran, B.A., M.A.

COORDINATOR, OFF CAMPUS HOUSING AND RESIDENCE INFORMATION

P. Karamalis, B.A., Dip.Ed.

COORDINATOR OF COUNSELLING AND LEARNING SKILLS SERVICE

S. Minsky, Ph.D., C.Psych.

FAMILY CARE ADVISOR

J. Nolan, B.A., B. Ed.

COORDINATOR, OFFICE OF ABORIGINAL STUDENT SERVICES AND PROGRAMS

A. Benedict, B.A., B.Ed., M.A.

ADMINISTRATIVE OFFICERS AND FACULTY 2001 - 2002

ADMINISTRATIVE OFFICERS

DEAN

Dyanne Affonso, R.N., B.S., M.N., M.A., Ph.D.

ASSOCIATE DEAN, RESEARCH

Ruth Gallop, R.N., B.Sc.N., M.Sc.N., Ph.D.

ASSOCIATE DEAN, EDUCATION AND CHAIR, GRADUATE DEPARTMENT OF NURSING SCIENCE

Donna Wells, R.N., B.A., M.H.Sc., Ph.D.

ASSISTANT DEAN, ADMINISTRATION

Rosanne Lopers-Sweetman, B.A., M.A.

DIRECTOR, CLINICAL RESOURCES

Rani Srivastava, R.N., B.Sc.N., M.Sc.N.

REGISTRAR AND MANAGER OF STUDENT SERVICES

Elaine Chu, B.A.

ADMISSIONS AND AWARDS OFFICER

Loxie Armstrong-Mawle, R.N., B.N.

RESEARCH SERVICES OFFICER

Denise Job

PROGRAM DIRECTORS

B.SC.N. PROGRAM

Barbara Johnson, R.N., B.S.N., M.S.N.

(Acting to Dec. 31, 2001)

Geraldine (Jody) Macdonald, R.N., B.Sc.N., M.Ed., Ed.D.
(Jan. 2002-2005)

GRADUATE CO-ORDINATOR

Judith H. Watt-Watson, R.N., B.Sc.N., M.Sc.N., Ph.D.

M.N. – ACUTE CARE NURSE PRACTITIONER PROGRAM – CHILDREN

Mary McAllister, R.N., B.Sc.N., M.H.Sc., N.N.P.

M.N. – ACUTE CARE NURSE PRACTITIONER PROGRAM – ADULTS

Lisa Cicutto, R.N., B.S.N., M.Sc.N., Ph.D., A.C.N.P.

M.N./M.B.A. PROGRAM

Diane Irvine Doran, R.N., B.A., M.H.Sc., Ph.D.

CERTIFICATE AS A NURSE PRACTITIONER (PRIMARY HEALTH CARE)

Pamela Khan, R.N., B.N., M.Sc.(A)

FACULTY 2000-2001

PROFESSOR EMERITUS

Margaret Allemang, R.N., M.N., Ph.D.

Kathleen E. Arpin, R.N., B.Sc.N., M.S.

Helen M. Carpenter, R.N., B.S., M.P.H., Ed.D.

Jacqueline S. Chapman, R.N., B.Sc.N., M.S.N., Ph.D.

Dorothy M. Craig, R.N., B.A., B.Sc.N., M.Sc.N.

Jane E. Graydon, R.N., B.Sc.N., M.S., Ph.D.

Phyllis E. Jones, R.N., B.Sc.N., M.Sc.

M. Kathleen King, R.N., B.A., B.Sc.N., M.S.N.

Isabel MacRae, R.N., B.Sc.N., M.A., Ph.D.

Nora I. Parker, R.N., B.A., M.A., Ph.D.

Jeannette E. Watson, R.N., B.Sc.N., M.Sc.N.

M. Jean Wilson, R.N., B.A., B.Paed.

FULL-TIME

PROFESSOR

Dyanne Affonso, R.N., B.S., M.N., M.A., Ph.D.

Gail J. Donner, R.N., B.Sc.N., M.A., Ph.D.

Ruth Gallop, R.N., B.Sc.N., M.Sc.N., Ph.D.

Edith Hillan, R.G.N., R.Sc.N., R.M., M.Phil., M.Sc., Ph.D.

Ellen Hodnett, R.N., B.S.N., M.Sc.N., Ph.D.

Patricia D. McKeever, R.N., B.N., M.Sc.(A), Ph.D.

Linda-Lee O'Brien-Pallas, R.N., B.Sc.N., M.Sc.N., Ph.D.

Dorothy M. Pringle, R.N., B.Sc.N., M.S., Ph.D.

Bonnie Stevens, R.N., B.Sc.N., M.Sc.N., Ph.D.

PROFESSOR AND HEATHER M. REISMAN CHAIR IN PERINATAL NURSING

Ellen Hodnett, R.N., B.S.N., M.Sc.N., Ph.D.

PROFESSOR AND CHAIR IN HEALTH SERVICES AND NURSING RESEARCH – CANADIAN HEALTH SERVICES RESEARCH FOUNDATION

Linda-Lee O'Brien-Pallas, R.N., B.Sc.N., M.Sc.N., Ph.D.

PROFESSOR AND SIGNY HILDUR EATON CHAIR IN PEDIATRIC NURSING RESEARCH

Bonnie Stevens, R.N., B.Sc.N., M.Sc.N., Ph.D.

ASSOCIATE PROFESSOR

Gavin Andrews, B.A., Ph.D.
 Diane Irvine Doran, R.N., B.A., M.H.Sc., Ph.D.
 Rebecca S. Hagey, R.N., B.Sc.N., M.A., Ph.D.
 Barbara Johnson, R.N., B.S.N., M.S.N.
 Souraya Sidani, B.S.N., T.D., M.S., Ph.D.
 Judith H. Watt-Watson, R.N., B.Sc.N., M.Sc.N., Ph.D.
 Donna Wells, R.N., B.A., M.H.Sc., Ph.D.

ASSISTANT PROFESSOR

Jan Angus, R.N., M.Sc., Ph.D.
 Lisa Cicutto, R.N., B.Sc.N., M.Sc.N., Ph.D., A.C.N.P.
 Denise Gastaldo, B.Sc.N. M.A., Ph.D.
 Nazilla Khanlou, R.N., B.Sc.N., M.Sc., Ph.D.
 Mary McAllister, R.N., B.Sc.N., M.H.Sc., N.N.P.
 Linda McGillis-Hall, R.N., M.Sc., Ph.D.
 Elizabeth Peter, R.N., B.Sc.N., B.A., M.Sc.N., Ph.D.
 Ann Tourangeau, R.N., B.Sc.N., M.N., Ph.D. (Cand.)

SENIOR LECTURER

Catherine Hardie, R.N., B.Sc.N., M.Sc.N., Ph.D. (Cand.)
 Pamela Khan, R.N., B.N., M.Sc.(A)
 Geraldine (Jody) Macdonald, R.N., B.Sc.N., M.Ed., Ed.D.
 Francine Wynn, R.N., B.A., M.A., Ph.D.

LECTURER

Marilyn Ballantyne, R.N., B.Sc.N., M.H.Sc.
 Maureen Barry, R.N., B.Sc.N., M.Sc.N.
 Rani Srivastava, R.N., B.N., M.Sc.N.

PART-TIME**ASSISTANT PROFESSOR**

Debra Archeson, B.Sc., M.Sc., Ph.D.
 Aleksandra Bjelajac, B.A., B.Sc.P., Pharm.D.
 Anthony Gagnon, B.Pharm., Pharm.D.
 Susan Galloway, R.N., B.Sc.N., M.Sc.N.
 Ruth Lee, R.N., B.Sc.N., M.Sc.N., Ph.D.
 Lynn Nagle, R.N., B.N.Sc., M.Sc.N., Ph.D.

LECTURER

Marilyn Ballantyne, R.N., B.Sc.N., M.H.Sc.
 Karon Foster, R.N., B.Sc.N., M.Ed.
 Hedy Ginzberg, M.D., F.R.C.P.
 Cheryl Sams, R.N., B.Sc.N., M.S.
 Anna Tsang, R.N., B.Sc.N., M.Sc.N.

CROSS-APPOINTMENTS**FULL MEMBER**

Paul Corey, B.Sc., M.A., Ph.D.
 Peter Coyte, B.A., M.A., Ph.D.
 Mary Jane Esplen, R.N., B.Sc.N., M.Sc., Ph.D.
 Margaret Fitch, R.N., B.N., M.Sc.N., Ph.D.
 Paula Goering, R.N., B.S.N., M.S.N., Ph.D.
 Stephen Katz, B.A., M.A., Ph.D.
 Karen Kaufman, R.N., B.S.N., Ph.D.
 Peggy Leatt, R.N., B.Sc.N., M.H.S.A., Ph.D.
 Hilary Llewellyn-Thomas, R.N., B.Sc.N., M.Sc.N., Ph.D.
 Heather Maclean, R.N., B.Sc., M.Sc., Ed.D.
 Basarti Majumdar, R.N., B.Sc.N., M.Sc.N., Ph.D.
 Victor Marshall, B.A., M.A., Ph.D.
 Gail J. Mitchell, R.N., B.Sc.N., M.Sc.N., Ph.D.
 Patricia Petryshen, R.N., B.Sc.N., B.A., M.Sc.N., Ph.D.
 David Streiner, Ph.D., Cpsych.
 Jack I. Williams, B.A., M.A., Ph.D.
 Judith Shamian, R.N., B.A., M.P.H., Ph.D.
 Peter Singer, M.D., M.P.H., F.R.C.P.C.
 William Harvey, B.Sc., B.A., M.A., Ph.D., LL.B.

ASSOCIATE MEMBER

Deborah Atchison, R.N., B.Sc., M.Sc., Ph.D.
 Aleksandra Bjelajac, B.A., B.S.Pharm., Pharm.D.
 Beverley Chalmers, B.A., M.A., Ph.D.
 Antony Gagnon, B.Pharm., Pharm.D.
 Susan Galloway, R.N., B.Sc.N., M.Sc.N.
 Sharyn Gibbins, R.N., B.A.A.N., M.Sc., Ph.D.
 Hedy Ginzberg, M.D. FRCP
 Pamela Hubley, R.N., B.Sc.N., M.Sc., A.C.N.P.
 Ilsa Kalnins, B.A., M.A., Ph.D.
 Darlene Kordich-Hall, R.N., B.S.N., M.S.N., Ph.D.
 Ruth Lee, R.N., B.Sc.N., M.Sc.N., Ph.D.
 Gail Mitchell, R.N., B.Sc.N., M.Sc.N., Ph.D.
 Lynn Nagle, R.N., B.N.Sc., M.Sc.N., Ph.D.
 Pamela Pogue, R.N., B.A.A.N., M.Sc., A.C.N.P.
 Jennifer Price, R.N., B.A., B.N.Sc., M.Sc.N.
 Cheryl Sams, R.N., B.Sc.N., M.S.
 Mary Lynn Stuckey, R.N., B.Sc.N., M.Sc.N., A.C.N.P.
 Anna Tsang, R.N., B.Sc.N., M.Sc.N.
 Leslie Vincent, R.N., B.Sc.N., M.Sc.(A)
 Gail Wilson, R.N., B.Sc.N., M.Sc.N.

STATUS APPOINTMENTS

PROFESSOR

Judith Shamian, R.N., B.A., M.P.H., Ph.D.

ASSOCIATE PROFESSOR

Margaret Fitch, R.N., B.N., M.Sc.N., Ph.D.

Patricia Petryshen, R.N., B.Sc.N., B.A., M.Sc.N., Ph.D.

ASSISTANT PROFESSOR

Georgianna Beal, R.N., B.N., B.A., M.A., Ph.D.

Marilyn B. Booth, R.N., M.H.Sc.

Evelyn C. Butler, R.N., B.N., M.P.A.

Heather Campbell, R.N., B.N., M.S.

Jane DeLacy, R.N., B.A.S., M.H.Sc.

Joan Edwards, R.N., B.N.Sc., M.Sc.N.

Darlene Kordich-Hall, R.N., B.S.N., M.S.N., Ph.D.

Gail J. Mitchell, R.N., B.Sc.N., M.Sc.N., Ph.D.

Anne Moorhouse, R.N., B.A., M.H.Sc., M.A., Ph.D.

Mary Ferguson Paré R.N., B.Sc.N., M.P.H./H.S.A.

Kathryn Peacock, R.N., B.Sc.N., M.Sc.N.

Shirlee Sharkey, R.N., B.A., B.Sc.N., M.H.Sc.

Mary Ellen Strada, R.N., B.A., M.Sc., Ph.D. (Cand.)

Leslie Vincent, R.N., B.Sc.N., M.Sc.(A)

CLINICAL APPOINTMENTS

LECTURER

Sherri Adams, R.N., B.Sc.N., M.Sc.N., C.P.N.P

Lori Alder, R.N., B.Sc.N., M.H.Sc.

Irene Andress, R.N., B.Sc.N., M.N.

Christine Armstrong, R.N., M.Sc.N.

Rachel Beaulieu, R.N., B.Sc.N., M.Sc.

Lo-Anne Beckerson, R.N., B.Sc.N., M.H.Sc.

Jocelyn Bennett, R.N., B.S.N., M.Sc.N.

Laurie Bernick, R.N., B.N.Sc., M.Sc.N.

Eileen M. Bourret, R.N., B.Sc.N., M.N.

Jennifer Boyd, R.N., B.Sc.N., M.H.Sc.

Bettina Braj, R.N., B.Sc.N., M.Sc.N.

Karen Breen-Reid, R.N., B.Sc.N., M.N.

Laura Brooks, R.N., B.Sc.N., M.Sc.N.

Gillian Brunier, R.N., B.A.A.N., M.Sc.N.

Natalie Bubela, R.N., B.N.Sc., M.Sc.(A)

Elizabeth Burcher, R.N., B.A., B.Sc.N., M.Sc.

Kathryn Catton, R.N., B.A., B.A.S., M.N.

Maureen Cava, R.N., B.Sc.N., M.Sc.

Carol Cheng, R.N., B.N., M.Sc.

Margret Comack, R.N., B.N., M.Ed.

Angela Cooper Brathwaite, R.N., B.N., M.N.

Christina Copplestone, R.N., B.Sc.N., M.Sc.

Judy Costello, R.N., B.N., M.S.N.

Jeannine Costigan, R.N., B.Sc.N., M.Sc.N.

Donna Czuchra, R.N., B.Sc.N., M.Sc.

Nicole de Silva, R.N., B.Sc.N., M.Sc.

Sandra Devlin, R.N., B.Sc.N., M.Sc.N.

Rosanna DiNunzio, R.N., B.Sc., B.Sc.N., M.Sc.

Jennifer Doerrsam, R.N., B.Sc.N., M.Sc.

Catherine Douglas, R.N., B.Sc.N., M.Sc.N.

Margaret Duff, R.N., B.Sc.N., M.Sc.N.

Sandra Easson, R.N., B.Sc.N., M.N.

Irene Elliot, R.N., M.H.Sc.

Linda Feldman, R.N., B.Sc.N., M.Sc.N.

Helen Ferris, R.N., M.B.A.

Anne Fisher, R.N., M.Sc.N.

Mary Fox, R.N., B.Sc.N., M.Sc.

Marcia Frank, R.N., M.H.Sc.

Caron Gan, R.N., B.Sc.N., M.Sc.N.

Margaret Gehrs, R.N., B.Sc.HK., B.Sc.N., M.Sc.N.

Anna Giallonardo, R.N., B.Sc.N., M.S.N., M.H.NP

Anne (Judith) Gold, R.N., B.Sc.N., M.Sc.N.

Gaby Golea, R.N., B.Sc.N., M.N.

Catherine Goring, R.N., B.A., B.Sc., M.Ed.

Anne-Marie Greene, R.N., B.Sc.N., M.N.

Sepali Guruge, R.N., B.Sc.N., M.Sc.

Rozsa Gyulay, R.N., B.Sc.N., M.Sc.N.

Roseanne Hickey, R.N., B.N., M.Sc.N.

Pamela Hubley, R.N., B.Sc.N., M.Sc., ACNP.

Margaret Hume, R.N., B.N., M.Sc.N.

Cristina Hurtado, R.N., B.Sc.N., M.Ed., ACNP.

Patricia Hynes-Gay, R.N., B.A., M.A.

Nadine Janes, R.N., B.Sc.N., M.Sc., ACNP.

Angela Jeffs, R.N., B.N., M.Sc.

Helen Jones, R.N., B.S.N., M.S.N.

Patti Kastanias, R.N., B.A., M.Sc.(A), ACNP.

Krista Keilty, R.N., B.N., M.Sc.N., ACNP.

Betty Kelman, R.N., B.A., M.Ed., ACNP.

Soo Ching Kikuta, R.N., B.Sc.N., M.Sc.

Nicole Kirwan, R.N., B.Sc.N., M.N.

Tracy Kitch, R.N., B.Sc.N., M.Sc.N.

Maria Kjerulf, R.N., B.Sc.N., M.Sc.N.

Judy Knighton, R.N., B.Sc.N., M.Sc.N.

Sara Lankshear, R.N., B.N., M.Ed.

Brenda Laurie-Shaw, R.N., B.Sc.N.

Chantale LeClerc, R.N., B.Sc.(N), M.Sc.
 Karen LeGrow, R.N., B.N., M.N.
 Anne Marie Levac, R.N., B.Sc.N., M.N.
 Ruby Librado, R.N., B.Sc.N., M.Sc.N., ACNP
 Merry Little, R.N., B.Sc.N., M.Sc.
 Cindy MacDonald, R.N., B.Sc.N., M.Sc.N.
 Glenna MacDonald, R.N., B.Sc.N., M.Sc.N., ACNP
 Jane MacIver, R.N., B.Sc.N., M.Sc., ACNP
 Joanne MacKenzie, R.N., B.N., M.Sc.N.
 Ann MacKinnon, R.N., B.Sc.N., M.Sc.
 Frances MacLeod, R.N., B.Sc.N., M.Sc.N.
 Patricia Malloy, R.N., B.Sc., M.Sc.
 Anne Marie Maloney, R.N., B.Sc.N., M.S.N.
 Joanne Marr, R.N., B.N.Sc., M.Sc.N., M.B.A.
 Phyllis Matheson, R.N., B.N., M.H.Sc.
 Anne McDermid, R.N., B.Sc., M.Sc.(A), ACNP
 Judy-Lynn McGrath, R.N., B.Sc.N., M.N.
 Emily McLeod, R.N., B.N., M.Sc.(A)
 Nancy McNairn, R.N., B.N., M.N.
 Maureen Mears, R.N., B.Sc.N., M.Sc.(A)
 Vaska Micevski, R.N., B.Sc.N., M.Sc.N., ACNP
 Barbara Mildon, R.N., B.Sc.N., M.N.
 Mitzi Mitchell, R.N., B.Sc.N., B.A., M.H.Sc.
 Jane Moser, R.N., B.N., M.N.
 Beatrice Mudge, R.N., B.A., M.B.A.
 Barbara Neabel, R.N., B.N.Sc., M.Sc.N.
 Susan Ord-Lawson, R.N., B.Sc.N., M.Sc.
 Lori Palozzi, R.N., B.Sc.N., M.Sc.N.
 Pamela Pogue, R.N., B.A.A.N., M.Sc., ACNP
 Jennifer Price, R.N., B.A., B.N.Sc., M.Sc.N.
 Elizabeth Pryer, R.N., B.Sc., B.Sc.N., M.N.
 Nancy Read, R.N., B.Sc.N., M.Sc.
 Brenda Reid, R.N., B.Sc.N., M.N.
 Heather Reuber, R.N., B.A., M.A.
 Joy Richards, R.N., B.Sc.N., M.N.
 Louanne Rich-vanderBij, R.N., B.Sc.N., M.Sc.
 Joyce Ridge, R.N., B.A.A.N., M.N.
 Tiziana Rivera, R.N., B.Sc., M.Sc.
 Shirley Roberts, R.N., B.A., M.Ed.
 Cheryl Rolin-Gilman, R.N., B.Sc.N., M.N.
 Donna Ruffo, R.N., B.Sc.N., M.N.
 Kathryn Ryan, R.N., B.Sc.N., M.Sc.N.
 Sonia Sarkissian, R.N., B.Sc.N., M.Sc.N., ACNP
 Susan Saunders, R.N., B.Sc.N., M.N.
 Monakshi Sawhney, R.N., B.Sc.N., M.N., ACNP
 Evelyn Schultz, R.N., B.A., B.Sc.N., M.Sc.
 Rhonda Seidman-Carlson, R.N., B.A., M.N.
 Colleen Shelton, R.N., B.A.A.N., M.Sc.
 Beverley Simpson, R.N., B.Sc.N., M.Sc.N.

Tanya Deurvirst Smith, R.N., B.N., M.N.
 Karen Spalding, R.N., B.Sc.N., M.Sc.
 Ria Spee, R.N., B.Sc.N., M.Sc.
 Donna Spevakow, R.N., B.Sc.N., M.Sc.N.
 Brenda Stade, R.N., B.Sc.N., M.Sc., ACNP
 Mina Elaine Sta, R.N., B.A.A.N., M.Sc.
 Jennifer Stinson, R.N., B.Sc.N., M.Sc.
 Cynthia Struthers, R.N., B.Sc.N., M.Sc.N.
 Mary Lynn Stuckey, R.N., B.Sc.N., M.Sc.N., ACNP
 Stephen Tattle, R.N., B.A., B.Sc.N., M.Sc.N.
 Laura Teague, R.N., B.A., B.N., M.N., ACNP
 Donna Thompson, R.N., M.B.A.
 Donna Tucker, R.N., B.Sc.N., M.Sc.N.
 Catherine Turl, R.N., B.Sc.N., M.Ed.
 Heather Urquhart, R.N., B.Sc.N., M.Ed.
 Rika Vander Laan, R.N., B.Sc.N., M.Sc.N.
 Georgina Veldhorst, R.N., B.A., B.Sc.N., M.Sc.
 Karima Velji, R.N., B.Sc.N., M.Sc.N., ACNP
 Karen Wade, R.N., B.N., M.Sc.N.
 Mary Lou Walker, R.N., B.Sc.N., M.H.Sc.
 Catherine Walsh, R.N., B.N., M.Sc.N., ACNP
 Susan Walsh, R.N., B.Sc.N., M.Sc.
 Diane Watson, R.N., B.Sc.N., M.Sc., ACNP
 Jo Watson-MacDonell, R.N., B.Sc.N., M.Sc.N.
 Sandra Wiesenthal, R.N., B.A., M.N.
 Donna Wilson, R.N., B.Sc., B.Sc.N., M.N.
 Gail Wilson, R.N., B.Sc.N., M.Sc.N.
 Jean Wilson, R.N., B.Sc.N., M.H.Sc.
 Kevin Woo, R.N., B.Sc.N., M.Sc., ACNP
 Dianne Younker, R.N., B.N., M.Sc.N.

u n d e r g r a d u a t e
p r o g r a m

UNDERGRADUATE SESSIONAL DATES AND DEADLINES 2001-2002

FALL – 2001

Mon.	August 27 - Fri. Sept. 7	Registration
Mon.	Sept. 3	Labour Day: University closed
Thurs.	Sept. 6 - Fri. Sept. 7	Orientation for new students
Mon.	Sept. 10	Fall term classes begin: Year I - NUR350Y, NUR351H, NUR360H, NFS284H Year II - NUR420H or NUR460Y,
Mon.	Oct. 8	Thanksgiving: University closed
Mon.	Oct. 22 - Fri. Oct. 26	All students must verify their program of study on ROSI
Fri.	Nov. 2	Last day to withdraw from fall courses without academic penalty
Fri.	Dec. 7	Last day of fall term classes

WINTER – 2002

Mon.	Jan. 7	Winter term classes begin: Year I - NUR370Y, NUR371Y, MPL202H Year II - NUR410H, NUR461Y
Mon.	Feb. 18 - Fri. Feb. 22	Reading Week Year II
Mon.	Mar 4 - Fri. Mar. 8	Reading Week Year I
Mon.	Mar. 11	Last day to withdraw from "H" and "Y" courses without academic penalty
Thurs.	Apr. 12	Last day of: Year I - MPL202H Year II - NUR461Y, NUR410H
Fri.	Apr. 13	Good Friday: University closed

SUMMER – 2002

Mon.	Apr. 22	NUR470Y begins
Fri.	May 10	Last day of NUR370Y & NUR371Y
Mon.	May 20	Victoria Day: University closed
Tues.	May 21	NUR372Y & NUR380H begins
Fri.	June 14	Last day to withdraw from NUR372Y, NUR380H & NUR470Y without academic penalty
Mon.	July 1	Canada Day Holiday: University closed
Fri.	July 12	Last day of NUR372Y & NUR380H
Fri.	July 19	Last day of NUR470Y
Mon.	July 22 - Fri. Aug. 9	NUR480H (Optional)

Students are expected to abide by the withdrawal dates of this Faculty.

INTRODUCTION TO UNDERGRADUATE NURSING EDUCATION

The Faculty of Nursing at the University of Toronto has a long history of educating nurses at the baccalaureate level, and is renowned internationally for its educational programs and the quality of nursing research conducted by its faculty members. It is committed to continuing to provide the finest health sciences programs in the country.

The overall purpose of the 2-Year Bachelor of Science in Nursing (B.Sc.N.) Program in the Faculty of Nursing is to prepare mature candidates with both university and life experience to meet the challenges of the health care system of the future. Students enrolled in the program have the opportunity to work with diverse populations and to practice under the supervision of professionals in some of the best health care agencies in Canada.

APPLICATIONS FOR ADMISSION

The Faculty of Nursing offers a 2 year B.Sc.N. program to applicants with at least two years in an undergraduate arts and/or science program. Interested individuals should request the application package from the Student Services Office in the Faculty of Nursing.

For admission to the undergraduate program in 2002-2003 there will be 2 admission deadlines. For admission to the class beginning September 2002 the deadline to OUAC (Ontario Universities Application Centre) is **January 2, 2002** and supporting documents to the Faculty of Nursing is **February 1, 2002**.

For admission to the class beginning in January 2003 the deadline for OUAC is **April 1, 2002** with supporting documents to the Faculty of Nursing due by **May 1, 2002**.

APPLICANTS OF ABORIGINAL ANCESTRY

Positions will be made available on an individual basis to qualified applicants of aboriginal ancestry who are eligible for funding by the Government of Canada.

STUDENT VISA APPLICANTS

Positions in the Undergraduate Program are available, on a competitive basis with all other applicants, to students on visas. Full details of the University of Toronto undergraduate admission requirements are available on request from the Office of Admissions, University of Toronto, 315 Bloor St. West, Toronto, Ontario, M5S 1A3, [416] 978-2190.

ADMISSION – ACADEMIC REQUIREMENTS

To be eligible to enter the Bachelor of Science in Nursing (B.Sc.N.) program, applicants must have completed at least ten (10) university course equivalents prior to admission with at least a mid-B (3.0 GPA) average in the last year or the last 5 courses of their university education.

Of these ten courses:

- A maximum of 6 courses can be at the 100 level;
- One full course must be in human physiology or its equivalent;
- One full course must be in life sciences or physical sciences (e.g. Anatomy, Biology, Immunology, Pathology, Psychology, Astronomy, Chemistry, Geology, Physics, Physical Geography);
- One full course in the social sciences (e.g. Anthropology, Economics, Political Science, Psychology, Sociology, Women's Studies);
- One full course in the humanities (e.g. Art, Cinema, Classics, Drama, English, History, Languages, Literature, Religion, Philosophy);
- One half course in statistics.

Note: Possession of the minimum requirements does not ensure admission to the program.

SUPPORTING DOCUMENTS

Students will be required to complete the application form and provide the following documents:

- i) An official transcript showing all subjects studied, grades obtained and grading scale used, from all universities/colleges attended. These transcripts must come directly from those institutions to the Faculty of Nursing. Applicants who have studied outside Canada must provide course descriptions to determine equivalency. A notarized English translation must accompany transcripts that are in a language other than English or French.
- ii) A personal statement providing information about the applicant's goals, knowledge of nursing and thoughts on health care.
- iii) Two completed reference forms.
- iv) A resume.
- v) A completed Assessment Form for the Prerequisite Courses.

ENGLISH FACILITY REQUIREMENTS

Proof of adequate English facility is required from all undergraduate applicants except for those:

- whose first language (i.e. the language they learned at home as a child) is English, or
- who have achieved satisfactory academic progress in at least four years of full-time study in an English language school system located in a country where the dominant language is English, or
- whose first language is French and who have achieved satisfactory academic progress in at least four years of full-time study in Canada.

If you are uncertain whether or not you will be required to take an English facility test, contact Admissions and Awards for a ruling at:

Admissions and Awards
315 Bloor Street West
Toronto, Ontario M5M 1A3;
Telephone: (416) 978-2190

Provide full information about your language and copies of transcripts/documents supporting your claim, and we will let you know. Remember that if you are required to present an English facility test, you must submit an acceptable result by our document deadlines. Some English facility tests have long intervals between their registration deadlines, test dates and results release dates.

ACCEPTABLE TESTS/QUALIFICATIONS AND REQUIRED SCORES

We accept only official test scores sent directly to Admissions and Awards by the issuing agency. We recommend that you request that your result be sent to us as soon as it is available. You will not be penalized for an unacceptable result if we receive an acceptable result on a later test.

1. Test of English as a Foreign Language (TOEFL)

Computer-based Test:

Minimum Requirement

total score of 250+5.0 on Essay

Discretionary Range

total score 230-247+4.5 on Essay

Paper-based Test:

Minimum Requirement

total score of 600+5.0 on TWE;

Discretionary Range

total score 573-597+4.5 on TWE

Those who present the paper-based TOEFL must ensure that the Test of Written English (TWE) is also available on their test date.

If an applicant scores in the discretionary range indicated above, and is otherwise well qualified for admission, we will automatically consider other academic evidence of English proficiency (for example, results in English courses) and we will advise the applicant whether or not our English facility requirements have been satisfied. It is not necessary to request this special consideration. Letters of reference will NOT be used for this purpose.

The TOEFL Institution Code for undergraduate study at the University of Toronto is 0982-00. You must list this code correctly, or we will not receive your result. We receive your result electronically from TOEFL. **We do not use paper results.**

TOEFL/TWE Bulletins may be obtained from American embassies and consulates, offices of the United States Information Services (USIS), or you may contact TOEFL/TSE Services. P.O. Box 6151, Princeton NJ 08541-6151, USA. Telephone: (609) 771-7100; Fax: (609) 771-7500; E-mail: toefl@ets.org or visit their web site at www.toefl.org You may also pick up a TOEFL CBT Bulletin at Admissions and Awards (address above).

2. International English Language Testing System (IELTS) The minimum requirement is an overall band of 6.5, with no band below 6.0. For information about this test, worldwide test centres and registration procedures you may contact the IELTS Office, University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge CB1 2EU, UK. Telephone: (1223) 553311; Fax: (1223) 460278; E-mail: guymer.l@ucles.org.uk or visit their web site at www.ielts.org

3. Michigan English Language Assessment Battery (MELAB) The minimum requirement is an overall score of 85, with no part score below 80. If an applicant scores at least 80 overall with no part score below 80, and is other-

wise well qualified for admission, we will automatically consider other academic evidence of English proficiency (for example, results in English courses) and we will advise the applicant whether or not our English facility requirements have been satisfied. It is not necessary to request this special consideration. Letters of reference will NOT be used for this purpose.

Information Bulletins and Registration Forms may be obtained from MELAB Testing, 3020 North University Bldg, 1205 North University Ave, University of Michigan, Ann Arbor MI 48109-1057, USA. Telephone: (734) 764-2416/763-3452; Fax: (734) 763-0369; E-mail: melabelium@umich.edu. You may visit their web site at www.lsa.umich.edu/eli/melab.htm or the University of Toronto MELAB site at www.library.utoronto.ca/melab. You may also pick up a MELAB Bulletin at Admissions and Awards (address above).

4. Certificate of Proficiency in English (COPE) 2000/2001 The minimum requirement is an overall score of 5, with 2 in Writing, and 1 or 2 in Reading and Listening sections. Currently available in Toronto only. COPE 2001 Information Bulletins with registration forms and sample questions may be picked up at Admissions and Awards (address above) or by contacting COPE Testing Ltd, 7B Pleasant Blvd, PO Box 1164, Toronto ON M4T 1K2 (note: this is a mailing address only). Telephone: (416) 962-2673; E-mail: info@copetest.com. Complete information, including a down loadable registration form, is available at web site www.copetest.com

5. Academic Preparation ESL Course completed at International ESL, School of Continuing Studies, University of Toronto. The minimum requirement is a grade of 'B' at the 600 (Advanced) level. Information can be picked up at Admissions and Awards (address above) or contact International ESL at Telephone: (416) 978-5104; Fax: (416) 971-2839; E-mail: carolyn.bercu@utoronto.ca

You may also visit the International English as a Second Language (IESL) web site at www.learn.utoronto.ca/esl.

OTHER ACCEPTABLE TESTS/QUALIFICATIONS

6. Canadian Test of English for Scholars and Trainees (CanTEST) The minimum requirement is a total score of 4.5, and no part below 4.

7. Canadian Academic English Language (CAEL) Assessment The minimum requirement is an overall score of 70.

8. One full year of degree study at a recognized English-medium university located in a country where English is the dominant language The minimum requirement is four full transferable degree courses completed with grades of 'C' (or in progress). If courses are in progress, applicant must provide written details of courses (including description, credit value, etc.).

9. International Baccalaureate English A1 or A2 Higher Level passed with minimum grade 4 (or in progress).

10. Advanced Placement International English Language (APIEL) by the College Board. The minimum requirement is a grade of 4.

11. GCSE/IGCSE/GCE O' level English or English Language with minimum grade of 'B'

12. GCE A/AS/AICE level English or English Language with minimum grade of 'C' (or in progress)

13. Certificate of Proficiency in English (CPE) by University of Cambridge Local Examinations Syndicate, English as a Foreign Language (EFL) Division. The minimum requirement is a grade of 'C'.

14. Certificate of Advanced English (CAE) by University of Cambridge Local Examinations Syndicate, English as a Foreign Language (EFL) Division. The minimum requirement is a grade of 'B'.

15. Certificate of Attainment in English (CAE) by University of London Examinations and Assessment Council. The minimum requirement is Level 5.

Note: It is the responsibility of the applicant to ensure that one of the acceptable tests is taken. We strongly urge applicants to write one of the tests as early as possible, since test results take 4-6 weeks to reach our office.

NEWLY ADMITTED STUDENTS

Course Exemptions: Normally, all students in full-time attendance in the Faculty of Nursing will be expected to take a full program of studies each year as prescribed in the Faculty Calendar.

For students who have taken a course in nutritional science and/or medical microbiology, exemption from these Year 1 courses may be granted. A complete course description must be submitted for consideration. If exemption is granted students may select other courses of interest in lieu of these required courses.

POST ADMISSION REQUIREMENTS

Once students have been accepted into the program they must submit the following to the Student Services Office, Faculty of Nursing by September 7, 2001:

1. A copy of a current valid life support certificate (such as the Basic Rescuer Course offered through the Heart and Stroke Foundation).
2. The completed health form:
 - a) testifying to their general good health;
 - b) documentation of immunization or immunity to: rubella, measles, mumps, Hepatitis B;
 - c) documentation of a history of chicken pox or antibody titre;
 - d) dates for most recent booster for diphtheria, polio, and tetanus;
 - e) appropriate documentation as per surveillance protocol for tuberculosis*;
 - f) proof of registration in the Ontario Health Insurance Plan or its equivalent for medical and hospital insurance coverage.

**A single Tuberculin skin test must be done 12 months prior to the first clinical placement in September. Therefore the two-step skin test is required if a recent baseline is not available when students first enter this program.*

Students who have had a documented positive skin test must either contact the University of Toronto Health Services Office at 978-8030 or provide a letter from their own physician or nurse practitioner indicating that they are free from active tuberculosis and able to participate in clinical activities. Documentation of a physical examination with attention given to the respiratory system or results of a recent chest x-ray must be submitted with the completed health form.

It is the student's responsibility to ensure that the health form is properly completed and submitted. Students who fail to do so will not be allowed to enter clinical settings. The first clinical experiences occur in September of Year 1.

UNIFORMS

Students will provide their own uniforms for hospital experiences. In addition each student will need a pair of white oxfords and a stethoscope. The first hospital experience occurs in NUR350Y early in the term. Details and advice are available from the Faculty. The cost of these items is approximately \$200, which is not included in the academic/incidental fees.

DOCUMENTATION REQUIRED DURING THE PROGRAM

In the second year of the program students must ensure that their documentation is up to date regarding tuberculosis protocols and CPR re-certification.

By the end of the first week of classes in September of Year 2, students must submit to the Student Services Office evidence of:

- a) examination for tuberculosis as per the appropriate surveillance protocol.
- b) yearly renewal certification of life support course.

Students will be unable to participate in clinical practice if they fail to submit the above complete information at this time.

UNDERGRADUATE CURRICULA AND COURSE DESCRIPTIONS

REQUIRED COURSES

YEAR I	COURSE TITLE	LECTURE/SEMINAR (HOURS/WEEK)	CLINICAL/LAB (HOURS/WEEK)	COURSE EQUIVALENCET
NUR350Y	Introduction to Nursing Practice	9	2	1
NUR351H	Introduction to the Discipline and Profession of Nursing	2	-	.5
NUR360Y*	Nursing Practice: Healthy Individuals and Families Across the Lifespan	3	16	2
NFS284H	Basic Human Nutrition	3	-	.5
NUR370Y (17 weeks)	Pathophysiology and Pharmaco-therapeutics: Nursing Assessment and Intervention	5	-	1
NUR371Y* (17 weeks)	Nursing Care of Adults and Children Experiencing Acute Disruptions in Health	5	16	2
MPL202H	Introductory Course in Medical Microbiology	2	-	.5
NUR372Y* (8 weeks)	Identity, Difference and Mental Health Nursing	6	16	1
NUR380H (8 weeks)	The Research Process	3	-	.5
YEAR II				
NUR410H	Nursing and the Health Care System: Policy, Ethics and Politics	3	-	.5
NUR420H	Advanced Nursing Theory	2	-	.5
NUR460Y*	The Complexity of Persistent Illness: Health Care Transitions and Interpersonal Challenges	3	24	2
NUR461Y* (13 weeks)	Primary Health Care - Nursing Perspectives Integrative Nursing Practicum	3 2	24 32	2 1 (Pass/Fail)
NUR470Y*				
NUR480H	Optional Clinical Elective	-	Full-time	Optional

CLINICAL PRACTICE

For those courses with a clinical nursing practice component* the evaluation of clinical performance is on a "PASS/FAIL" basis. In order to pass the course, the student must pass both the clinical and classroom components of the course. Normally students will receive a verbal midterm evaluation and a written final evaluation of their clinical performance from the clinical instructor. Students who are identified at the midterm point as being at risk of failing clinical practice will receive a written midterm evaluation. Students whose performance is unsatisfactory at any time after the midpoint of the clinical experience, will also be informed in writing.

*Note: Unless otherwise stated, courses run within usual schedules for fall and winter sessions.
See academic calendar p16 for dates of courses offered outside the usual schedule.*

†Course equivalencies are used for calculating yearly averages

COURSE DESCRIPTIONS

NOTE: ALPHABETIC CHARACTER FOLLOWING COURSE NUMBERS

Y – a full course

H – a half course

NUR350Y

Introduction to Nursing Practice

This course will introduce the student to the practice of nursing. The three distinct components of the course will provide the student with the theoretical knowledge and competencies to begin to provide nursing care and are structured in relation to three of Benner's domains of nursing practice - the helping role, diagnostic and monitoring functions and administration and monitoring of therapeutic regimens. Students will gain an understanding of physical assessment of individuals across the lifespan, the development of the nurse patient relationship and an introduction to comfort and therapeutic nursing regimens.

NUR351H

Introduction to the Discipline and Profession of Nursing

This course will provide an introduction to the moral and theoretical foundations of the discipline of nursing and the place of the profession of nursing within health care. It will focus on nursing's social history and the way in which the profession of nursing is organized as part of the Canadian health care system. The nurse patient relationship will be highlighted through nursing readings in phenomenology, interpersonal theory and ethics.

NUR360Y

Nursing Practice: Healthy Individuals and Families Across the Lifespan

This course is designed to promote student learning of the theoretical concepts and health issues related to normal growth and development of individuals and families across the lifespan. Theoretical understanding will be facilitated through participatory seminars, study guides and post-clinical conferences. Development of nursing practice including observation, health assessment and direct client and family care will take place in day care centres, health clinics, home visiting nursing services, centres for the elderly and pre/post natal hospital settings.

NFS284H

Basic Human Nutrition

This course addresses the role of diet in health. A number of lecturers cover topics such as the role of vitamins, minerals and macro-nutrients in the maintenance of normal function, diet and chronic disease. Life cycle, vegetarianism, control of food intake, food toxicology, anorexia and bulimia will also be covered.

NUR370Y

Pathophysiology and Pharmaco-therapeutics: Nursing Assessment and Intervention

This course focuses on the scientific knowledge base needed for the provision of competent nursing care to individuals experiencing acute illness. The study of the pathogenesis of some common disease processes and their impact on health is structured around symptoms patients experience. General medical/surgical interventions are addressed as well as broad categories of pharmaco-therapeutics typically utilized in disease management. NUR370Y is taken concurrently with NUR371Y. (*Prerequisite NUR360Y*)

NUR371Y

Nursing Care of Adults and Children Experiencing Acute Illness

In this course students will be introduced to nursing practice in acute care settings, which integrates theory and research pertinent both to the medical conditions which cause disruptions in health and to the experience of individuals and family coping with illness. Classroom and seminar learning will focus on the nursing process, developmental theory, ethical issues and therapeutic skills. Students will have the opportunity to apply this learning at a beginner level in two clinical setting under the supervision of a clinical instructor. NUR371 is taken concurrently with NUR370Y. (*Prerequisite NUR360Y*)

NUR372Y

Identity, Difference and Mental Health Nursing

The concept of identity will be used as an integrative thread in this course to encourage students to consider how “difference” is constructed according to the social and political environments in which a person lives. The major ways in which individuals and families are stigmatized and marginalized in relation to health will be examined as well as nursing practice which utilizes the empowerment model. Students will be introduced to key issues in mental health nursing and apply theoretical concepts from this course in a mental health setting under the guidance of a clinical instructor. *(Prerequisite NUR370Y and NUR371Y)*

NUR380H

The Research Process

This course focuses on critical examination of the research process used in the development of Nursing science. The research process and activities within the various quantitative and qualitative methodologies are described. Strategies for critically reviewing, integrating and disseminating research findings to clinical settings are discussed.

MPL202H

Introductory Course in Medical Microbiology

Topics to be covered will include a discussion of bacteria, viruses, fungi and their associated diseases. An emphasis will be placed on infection control principles and practice.

NUR410H

Nursing and the Health Care System: Policy, Ethics and Politics

This course will examine the current health care system and the social, political, legal and ethical dimensions of issues facing consumers, providers and society. A variety of models will be used to examine the organizations in which nurses work, the health care system, ethical issues, and current legislative and professional issues.

NUR420H

Advanced Nursing Theory

This course is an opportunity for the student to apply critical analysis skills to theoretical thinking in Nursing. It involves discussion of theory development and the ontological and epistemological foundations of Nursing knowledge. Differences between a practice profession and a practice discipline and Nursing as a field of inquiry are areas for discussion and debate.

NUR460Y

Complexity of Persistent Illness: Health Care Transitions and Interpersonal Challenges

This clinical course will focus on the experience of individuals and families in maintaining integrity during acute episodes in persistent illness, which may include the dying process. The meaning and impact of these experiences across illness and developmental trajectories will be examined including cultural, ethical and system issues. Complexity includes pathophysiology, related interventions and the care delivery context. Themes to be addressed will be the caregiver context, the therapeutic process, temporality and challenges to therapeutic relationships.

(Prerequisite NUR372Y)

NUR461Y

Primary Health Care - Nursing Perspectives

This course is designed to provide students with clinical practice skills caring for individuals, families and communities within the context of a primary health care delivery system. Relevant theories, ethical issues and research findings will be critiqued and applied to practice. Primary health care will be introduced as the foundation for health care reform, locally and globally. The contribution of Nursing to health care reform will be emphasized.

(Prerequisite NUR372Y)

NUR470Y

Integrative Nursing Practicum

This clinical course provides students with an opportunity to gain nursing practice skills in two clinical placements. The initial placement will be in a medical surgically oriented clinical practice site in an acute care or community setting. Students who complete this initial placement successfully will complete the last month of the course in a clinical setting of their choice in Toronto. The focus of practice will be on integration of theoretical and clinical skills in preparation for graduation and professional registration examinations. Participation in biweekly seminars, quizzes, and clinical conferences are mandatory for all students. (*Prerequisite NUR460Y, NUR461Y*)

NUR480H

Optional Clinical Elective

This is an optional elective course which provides opportunity for an independent enrichment experience of continuous clinical practice in a setting of the student's choice. Minimum length is three weeks of five days per week. (*Prerequisite: Completion of all course requirements for the B.Sc.N. program*)

FEES AND OTHER EXPENSES

Students enrolling in this Faculty must pay at least the first installment of fees on or before the opening date of the session before they can be registered.

Each session students are required to pay tuition fees as established by the Governing Council and set out in the Schedule of Fees. Fees are subject to change at any time by approval of the Governing Council.

The Academic Fee includes the following fees: Library, Annual Examination and Certificate or Degree. Incidental Fee and ancillary fees include Athletics, Students' Administrative Council, Nursing Student Council, CANOPY license fees, Health Service, APUS, Hart House, The Varsity, and a Student System Access Fee.

Fees for B.Sc.N. Undergraduate Program (2000-2001)

Consult the Fees Department of the university at www.fees.utoronto.ca A \$300 non-refundable tuition deposit is required from all accepted candidates to the B.Sc.N. Program which will be applied to the tuition fees.

Method of Payment

Students may pay their tuition at any branch of the banks listed in the Fees Information Booklet. Students who are eligible to register are mailed a Fees Invoice from the Student Accounts Office. This Fees invoice must be submitted with the appropriate payment according to the instructions sent with the invoice. Students cannot be registered without showing the receipt for paid fees or OSAP deferral.

Failure to pay all fees as charged by the Student Accounts Office may place the student's registration in the Faculty of Nursing in jeopardy.

Payment Deadlines

Fees are due prior to registration. Fees may be paid in full or in two installments as indicated at the website: www.fees.utoronto.ca All outstanding balances as of Oct. 15 are subject to a service charge.

Fees for Foreign Students

In accordance with the recommendations of the Government of Ontario, certain categories of students who are neither Canadian citizens nor landed immigrants are charged academic fees as indicated at the website: www.fees.utoronto.ca

Sanctions for Non-Payment of Fees

Students who have not paid their accounts in full may not receive official statements of results or transcripts and may not re-register at the University until these accounts are paid in full.

Receipts for Income Tax

Tuition and Education Credit Certificates for income tax purposes are available in February. It is the responsibility of the student to advise the Admissions Officer of any change or new allocation of a social insurance number. If this information is not received, tuition fee certificates may be invalid for income tax deduction. There will be a \$3 charge for the preparation of duplicate tax receipts.

IMPORTANT: ALL FEES ARE SUBJECT TO CHANGE.

For up-dated information on the fees schedule 2001/2002 and for information on additional costs related to specific courses please visit the Faculty of Nursing web site at www.nursing.utoronto.ca/

GRADING REGULATIONS – UNDERGRADUATE PROGRAMS

- (a) The Committee on Standing is responsible for implementing the University Grading Practices Policy, and for formulating, implementing, and administering Faculty regulations relating to the Grading Practices Policy. Regulations specific to the Faculty have been approved by Faculty Council.
- (b) The methods by which student performance will be evaluated and the relative weight for different assignments will be made available in written form to the class. This will occur as early as possible in each course, and no later than the last day to enroll in the course,
- (c) Normally, student performance in a course is based on more than one assignment. No one essay, test, examination, etc. should have a value of more than 80% of the grade. Exemptions to this regulation may be granted by Faculty Council on the basis of criteria developed by the Committee on Standing. In such circumstances, a formal discussion of student progress and appropriate written commentary must be made available to the student at the midpoint of the course.
- (d) The methods of evaluation and their relative weights may not be changed without the consent of a simple majority of the students enrolled in the course, once these have been made known.
- (e) All course grades submitted will be reviewed by the Committee on Standing before being released to students. The Committee may request clarification of the evaluation methods used and of anomalous grade distributions, or may require that grades as submitted be reconsidered. No grades are final or shall be released to students as official until the divisional review procedure has been carried out.
- (f) In each course there shall be an examination or examinations (alone or in aggregate) conducted formally worth at least one-third of the final grade. Exemptions from this regulation may be granted by Faculty Council on the basis of criteria developed by the Committee on Standing.
- (g) Commentary, appropriate in the instructor's judgment, on assessed term work, and time for discussion of it, will be made available to students.
- (h) Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
- (i) Failing papers will be re-read automatically by a second Faculty member. Students failing clinical placements will be assessed automatically by a second Faculty member.
- (j) Group-evaluation, where used, will not constitute more than 25% of the final grade.
- (k) A student will be permitted one opportunity only during the Program to write a make-up examination if he/she has misread any information regarding a scheduled test or examination.

CONDITIONS FOR ACADEMIC STANDING

(A) GRADE SCALE AND DEFINITIONS

In evaluating written work and clinical performance, grades will be assigned with reference to the following scale, meaning and definition:

Note: For all NUR courses the passing grade is 1.7.

LETTER GRADE	GRADE POINT VALUE	PERCENTAGE	MEANING	DEFINITION
A+	4.0	90-100	Excellent	Extensive knowledge base; strong evidence of original thinking; capacity to critically analyze and synthesize; consistent ability to make decisions based on theory and critical evaluation.
A	4.0	85-89		
A-	3.7	80-84		
B+	3.3	77-79	Good	Sound knowledge base; original thinking; some critical capacity and analytic ability; some ability to make decisions based on theory; ability to evaluate critically.
B	3.0	73-76		
B-	2.7	70-72		
C+	2.3	67-69	Adequate	Satisfactory knowledge base; some ability to analyze unfamiliar problems, make decisions and evaluate critically.
C	2.0	63-66		
C-	1.7	60-62		
F	1.3	57-59	Inadequate	Unsatisfactory knowledge base; problem-solving limited to routine application of rules and/or based on inaccurate observation; errors of judgment in decision-making or limited ability to make decisions independently and limited ability to evaluate critically.
F	1.0	53-56		
F	0.7	50-52		
F	0.0	0-49		Wholly inadequate; little evidence of even a superficial knowledge base; lacking in ability to problem-solve, make decisions and evaluate.

DESIGNATORS: ASSIGNED TO STUDENTS INSTEAD OF REGULAR GRADES:

- PASS/FAIL:** In some courses students are graded on a pass/fail basis. This designation does not enter into the calculation of the sessional average.
- INC:** Incomplete. INC is assigned by the instructor or divisional committee, normally as a final report, where course work is not completed but where there are not grounds for assigning a failing grade. It carries no credit for the course and is not considered for averaging purposes.
- IPR:** In progress. IPR is assigned as the report for a course that is continued in a subsequent session. The final grade will appear only once and only for the last enrolment period. It carries no credit for the course and is not considered for averaging purposes.
- SDF:** Standing deferred on the basis of incomplete course work because of medical or similar reasons. SDF is assigned by the divisional review committee upon approval of a student's petition or an instructor's recommendation. It must be replaced by a regular grade within a specific time period, normally by the next submission deadline for grades. If "SDF" is not cleared, a grade will be assigned based on the term work completed at that time by the student.
- WDR:** Withdrawn without academic penalty (granted upon approval of a student's petition for late withdrawal from a course without academic penalty). It carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Note: The following notations may also appear on a student's record:

C: course taken for credit towards the degree

X: extra course, not for degree credit

GRADE POINT AVERAGE (GPA)

The Grade Point Average is the weighted sum (a full course is weighted as 1, a half-course as .5) of the grade points earned, divided by the number of full courses in which grade points were earned.

Three types of grade point averages are used:

1. The sessional GPA is based on courses taken in a single session (Fall, Winter or Summer)
2. The annual GPA is based on courses taken in the Fall, Winter and Summer Sessions.
3. The cumulative GPA takes into account all courses taken for degree credit in the Faculty.

The grade point averages reported for each session are:

Fall Session - sessional and cumulative GPA

Winter Session - sessional, annual and cumulative GPA

Summer Session - sessional, and cumulative GPA

REQUIREMENTS FOR CREDIT AND STANDING

Note: In the following, a reference to "1.5 courses" refers to the equivalent of a Y course plus an H course, regardless of the weighted course equivalency.

The method for determining the final grade for each course will be the responsibility of the teacher or course leader. The breakdown of marks and grading practices will be made available to the students in writing at the start of each course, and will comply with the University Grading Practices Policy.

ASSIGNMENTS

The ability to communicate in a scholarly manner in both speaking and writing is an expectation of the baccalaureate nurse. Scholarly writing is expected and will be considered in the grading of assignments.

The reference for format for papers will be:

Publications Manual of the American Psychological Association (4th ed.). Washington: American Psychological Association, 1994.

The teachers for each course are responsible for collecting and returning all written assignments, and must set up an arrangement whereby papers can be signed in upon receipt. Students are responsible for ensuring that the teacher receives the paper.

Students are advised to keep a photocopy of their papers before submitting them.

The teacher for each course will determine the due date for assignments and consider individual requests for an extension of the due date.

- (i) Extensions for both written assignments and oral presentations will be granted for extenuating circumstances only. Requests for extensions must be made in writing prior to the due date. A medical certificate may be required for extensions due to illness.
- (ii) Grades of papers submitted after the due date with no extension or after the extended due date will be lowered by 2% for each day that the paper is late, weekends included.
- (iii) An oral presentation, for which no extension has been granted, which is not presented on the assigned date, will receive a grade of 0.

Written assignments that are more than two weeks late, without prior arrangements for an extension, will not be accepted. To have the assignment accepted, the student must petition to the Committee on Standing, within a month of the due date of the assignment. The petition must be supported with evidence of illness or personal circumstances which interfered with the student's ability to complete the assignment on time.

EXAMINATIONS

- (i) Examinations are held in December, April and July. All students are expected to be available until the end of the scheduled examination periods. Students who make personal commitments during the examination periods do so at their own risk; no special consideration will be given and no special arrangements made in the event of conflicts in such circumstances.
- (ii) Within three months of the issue of final results, students may be allowed on request to review their final examination papers in any required course in the presence of a designated staff member. Examination papers may not be removed from the Faculty. Arrangements must be made with the Office of Student Services. If, upon inspection of the examination paper, a student wishes to have it re-read, a petition should be submitted to the Office of Student Services, outlining the student's reasons in detail. A fee of \$35 will be charged. The petition must be submitted within three months of the issue of final results. Such a petition will be granted only when it contains specific instances of disagreement with the existing grading and an indication of the academic grounds for such disagreement. If the mark is changed as a result of this petition, the \$35 fee for the petition will be refunded.

When a course with a final examination is failed, students should note that the examination must be re-read before the marks are reported, and teachers may not subsequently re-read any final examination except on the authority of a petition. Students must accept the fact that a re-reading may lead to a lowering of the mark, to a raising of the mark, or to no change.

CREDIT/AVERAGING

- (i) The grade point average is calculated and status is assigned at the end of each academic year. Courses noted "SDF", "INC", "XMP", "PASS/FAIL" or "WDR" are not included in the average, nor are transfer credits, courses taken on letter of permission, or courses designated as "extra". The computation of the average will be delayed if "SDF" has been granted in any credit course.
- (ii) To receive credit in each NUR course, the final grade point value must be at least 1.7.
- (iii) To receive credit in courses other than NUR courses, the final grade point value must be at least 0.7.
- (iv) To obtain credit in NUR courses which include clinical practice, students must achieve a passing grade in both the theory and clinical practice components of the course. (A grade of "Pass" or "Fail" will be assigned for NUR470Y). Students who do not achieve a pass in both components of the course will receive a grade point value of 0.0. **Attendance at clinical practice is compulsory.**
- (v) **Failure to maintain consistent attendance at seminars, classes and lectures may jeopardize the student's grade in the course.**
- (vi) Students are expected to participate in laboratory classes where observation and/or practice is carried out on themselves or on a fellow student.
- (vii) To proceed in the program, a student must pass all courses with a clinical or lab component. A student may carry one non-clinical course into the next higher year.
- (viii) A student who has failed a course must repeat all prescribed work in the failed course.
- (ix) A student who has failed to obtain credit in the equivalent of 1.5 required courses will not be allowed to register in the next higher year until the courses have been successfully repeated.

STATUS

The following status designations may be assigned in the instances described:

- (i) In Good Standing: a student who has successfully completed all credit courses taken in an academic year with an overall grade point average of 1.7 or higher.
- (ii) Conditioned – May Proceed: a student with an overall grade point average of 1.7 who has failed one of the following courses: NUR351, NFS284, MPL202, NUR380, NUR410, NUR420.
- (iii) Conditioned – May Not Proceed: a student with an overall grade point average of 1.7 who has failed one of the following courses: NUR350, NUR360, NUR370, NUR371, NUR372, NUR460/NUR461, NUR470.

- (iv) On Probation: (a) a student who has a grade point average of less than 1.7 in any academic year; or (b) a student who has failed to achieve standing in 1.5 courses in any academic year. A student shall be on academic probation for a period of 12 months.
The requirements for lifting probation are: (a) successful completion of all courses taken during the probationary period; (b) clearance of any previously failed courses; (c) achievement of a grade point average of at least 1.7 in the probationary period.
- (v) Registration Cancelled: (a) a student who fails more than 1.5 courses during a year; (b) a student who, during the program, fails any one course twice or fails two courses with a lab or clinical practice component; (c) a student who fails to clear probation; (d) a student whose marks would invoke probation a second time in the undergraduate program; or (e) a student who withdraws from the full-time program after the deadline for withdrawal without academic penalty (except for medical or similar reasons, for which proof must be submitted).
- (vi) Suspended” (See p. 71, Code of Student Conduct, D. Sanctions; and p. 75, Code of Behaviour on Academic Matters, C.I. (B), Divisional Sanctions.) The Faculty may suspend a student from registration in the program for a given period of time not exceeding two years and/or until the satisfaction of other conditions as it may see fit. Upon satisfying the conditions of the suspension, the student shall be eligible for consideration to re-register in the program.

WITHDRAWALS

- (i) Students who wish to withdraw from the program should consult with the Office of Student Services. Students who withdraw from the program must return their photographic identification, student and library cards with the receipt of notification of withdrawal.
- (ii) Students who wish to withdraw from any course must notify the Office of Student Services promptly. Merely ceasing to attend lectures or informing the instructor, although it is courteous to do so, does not constitute official withdrawal. Notice of withdrawal must be submitted to the Office of Student Services by the last day to drop a course without academic penalty as listed in the Academic Calendar (p. 16). Students who (1) do not write the examination, or (2) cease to attend lectures after the last day to drop a course without academic penalty as listed in the Academic Calendar, without having officially withdrawn, will be assigned a mark consisting of the weighted average of the course work completed. Petitions for exception based on medical or compassionate grounds, together with supporting documents, must be submitted to the Registrar before the end of the examination period.

UNDERGRADUATE PARENTAL LEAVE POLICY

This policy is intended to recognize the need of leave at the time of pregnancy, birth, or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child.

Either parent may request up to three sessions of leave, i.e., up to one calendar year, which must be completed within twelve months of the date of birth or custody. While on parental leave, students do not register or pay fees to the University.

Students may apply for parental leave by completing the Parental Leave Request form. The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a session. Before re-entering, students should meet with the Program Director to plan their re-entry into the program.

READMISSION TO PROGRAM AFTER CANCELLATION OF REGISTRATION

- (i) Students whose registration has been cancelled and who wish to be readmitted to the program must petition the Admissions Committee at the Faculty of Nursing for permission. The decision to readmit will be determined by previous academic performance and places available.
- (ii) Normally the Faculty will not grant re-admission or further registration in the program to any student who has failed two clinical courses or one clinical or non-clinical course twice.

UNSAFE PERFORMANCE

A student whose performance in nursing practice is unsafe, or whose attendance in any NUR course is deemed unsatisfactory, may be required to withdraw from a course, or may have his/her registration in the program cancelled by the Committee on Standing.

Unsafe performance is defined relative to course expectations. Unsafe performance in clinical practice includes behaviour that reflects a lack of knowledge, skill or judgment, or disregard for the welfare of the patient/client. Unsafe performance indicates that the student is unfit to continue in a course or courses or to continue as a student in the program.

The process is as follows:

- (i) When the student's performance is unsafe, the teacher will remove the student from clinical practice. The teacher will subsequently meet with the student to discuss the problem and provide written notification.
- (ii) The teacher will inform the program director immediately.
- (iii) If required, a second teacher, experienced in the same clinical area, will be asked to independently review the documentation, observe the student in the clinical setting, and provide a written evaluation regarding the safety of the student's clinical performance.
- (iv) If it is determined that the student's performance is unsafe, the student will be withdrawn from the course and will be assigned a grade point value of 0.0 for the course.

STRUCTURES AND PROCEDURES FOR ACADEMIC APPEAL

- (a) **An academic appeal is an appeal by a student:**
 - (i) against a decision as to the student's success or failure in meeting an academic standard or other requirement,
 - (ii) as to the applicability to the student's case of any academic regulation.Academic appeals are preceded by :
 - i) a meeting with the Faculty member involved,
 - ii) a petition in writing to the Committee on Standing.
- (b) **Structures:**
 - (i) The Academic Appeals Committee of the Council of the Faculty of Nursing has been established as the formal structure within the Faculty for the hearing of appeals. Within the Faculty, final decision on an appeal rests with this Committee which reports to Faculty Council for information.
 - (ii) A further right of appeals is to the Academic Appeals Board of the Governing Council.
- (c) **Procedures:**
 - (i) In the event that a student feels that there is a cause for appeal and is considering a formal appeal, he/she should first arrange an interview with the program director of the undergraduate program.
 - (ii) If a formal appeal is to be launched, the student must consult the Program Director about the preparation and submission of the appeal.
 - (iii) **Time Limit** - An appeal to the Faculty of Nursing Academic Appeals Committee must be submitted no later than six months after the decision from which the appeal is being taken has been communicated in writing to the appellant. An appeal to the Academic Appeals Board of Governing Council shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board. Notice may be filed no later than ninety days after the decision from which the appeal is being taken has been communicated in writing to the appellant.
 - (iv) The written notice of appeal must state the nature and grounds of the appeal. Normally a copy of any document(s) that will be used in support of the appeal will accompany the form.
 - (v) The appellant has the right to appear before the Academic Appeals Committee in person, with or without counsel or other adviser. If the appellant intends to be represented by counsel, this must be communicated to the Chair of the Academic Appeals Committee on the notice of appeal.
 - (vi) Receipt of the appeal will be acknowledged by the Chair of the Academic Appeals Committee in a form letter sent by registered mail or other receipted delivery.
 - (vii) The Chair of the Academic Appeals Committee, along with the Admissions Officer, will then set a date and time for the appeal to be heard. The appellant will be notified of the date, time and place of the meeting by registered mail or other receipted delivery.

General Format for the Conduct of the Academic Appeals Committee Meetings:

- (i) On entry to the Academic Appeals Committee Meeting, the appellant and/or counsel are informed that the members of the Committee have read but not discussed the appeal and related material.
- (ii) Both parties and/or their counsel have the right to call and examine/cross-examine witnesses and present their arguments and submissions, including any new information. The parties are requested however to only highlight, and not repeat points already made in the submitted materials.
- (iii) The Committee members may then wish to raise questions to the appellant about the evidence presented.
- (iv) If the appellant has had a petition refused by another committee in the Faculty of Nursing that is relevant to the appeal, the chair of that committee will be asked to present the reasons for refusal. If it not possible to attend in person that chair will be asked to provide a written statement summarizing the reasons for the refusal of the petition.
- (v) If the appeal concerns a Faculty member, that person will be invited to attend the hearing to respond to the appeal. A written statement from the instructor may be elected as an alternative.
- (vi) The appellant will be ensured the opportunity to make a final statement.
- (vii) After both parties have completed their arguments and the members of the Academic Appeals Committee have completed the questioning of the parties, the student, his/her counsel, and any other person who has taken part in this hearing shall withdraw and the Academic Appeals Committee shall proceed to consider and determine their decision on the appeal.
- (viii) The decision of the Academic Appeals Committee will be determined by a majority show of hands.
- (ix) The decision of the Academic Appeals Committee will be sent by registered mail or other receipted delivery within four working days following the meeting at which the decision is made.
- (x) When communicating the decision to the appellant, the Academic Appeals Committee will give a concise but complete statement of reasons for the decision.

GRADUATION

A student shall be eligible to receive a Bachelor of Science in Nursing degree when all requirements of the program have been satisfactorily met.

SCHOLARSHIPS, AWARDS, LOANS AND BURSARIES

UNDERGRADUATE PROGRAM

Application forms and a full description of all awards can be obtained from the Student Services Office, Faculty of Nursing. Where applications are required, they should be sent to the Chair, Awards Committee, Faculty of Nursing, by the date indicated. OSOTF awards are a class of awards offered through the Ontario Student Opportunity Trust Fund. They are intended to assist students in financial need, which must be demonstrated by the completion of the OSOTF financial form.

Information concerning other awards offered by external organizations is available in the Office of Student Services, Rm.102, Faculty of Nursing.

ADMISSION AWARDS

FACULTY OF NURSING UNDERGRADUATE ADMISSION AWARD (OSOTF)

Donor: Faculty of Nursing Annual Fund

Awarded on the basis of financial need to a student admitted to the Bachelor of Science in Nursing program. Academic merit will also be considered. **Value:** Annual payout from interest on a capital sum **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Financial Need Assessment Form

JOYCE OLDFIELD CALE UNDERGRADUATE AWARD (OSOTF)

Donor: Ms Susan Girard, daughter of Ms Joyce Oldfield Cale

Awarded on the basis of financial need to a student admitted to the Bachelor of Science in Nursing program. Academic merit will also be considered. **Value:** Annual payout from interest on a capital sum. **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Financial Need Assessment Form

KATHLEEN RUSSELL ADMISSION SCHOLARSHIP

Donor: Ms Elsie Watt

Awarded to the student entering the undergraduate program in the Faculty of Nursing ranked highest by the Admissions Committee. **Value:** \$1,500 - \$2,000 (non-renewable) **Application not required.**

MANUEL AND ANNE BELLE PUSITZ ADMISSION SCHOLARSHIP

Donor: Manuel & Anne Belle Pusitz Trust Fund

Awarded to the student(s) entering the undergraduate program who is ranked highest by the Admissions Committee, contingent upon enrolment in the Bachelor of Science in Nursing program. **Value:** Annual payout from interest on the fund **Application not required.**

MARGARET A. PRINGLE UNDERGRADUATE AWARD (OSOTF)

Donor: Dr. Dorothy Pringle, sister of Ms Margaret A Pringle

Awarded on the basis of financial need to a student admitted to the Bachelor of Science in Nursing program. Academic merit will also be considered. **Value:** Annual payout from interest on a capital sum **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Financial Need Assessment Form

NURSING ANNUAL FUND UNDERGRADUATE ADMISSION AWARD (OSOTF)

Donor: Faculty of Nursing Annual Fund

Awarded to student(s) entering the first year of the B.Sc.N. program on the basis of financial need. **Value:** Annual payout from interest on a capital sum **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Financial Need Assessment Form

IN-COURSE AWARDS

ALUMNI ASSOCIATION AWARD FOR AN UNDERGRADUATE STUDENT

Donor: Alumni Association, Faculty of Nursing

Awarded annually to a student entering the final year of the Bachelor of Science in Nursing program who has demonstrated outstanding extra-curricular involvement and/or leadership in community, family and/or university activities.

The candidate must have a minimum of a “B” average. **Value:** \$2,500 **Application due:** Applications must be submitted by July 15 in the year preceding the student’s final year. **Documents required:** 1. Application form, 2. Copy of transcript, 3. Two letters of reference, 4. A one-page statement outlining the candidate’s suitability for this award.

BLOORVIEW CHILDREN’S HOSPITAL FOUNDATION UNDERGRADUATE AWARD

Donor: Bloorview Children’s Hospital Foundation

Awarded to a full-time student who is in the final year of study of the Bachelor of Science in Nursing program. The recipient must 1) have a clinical interest in providing care to children with disabilities or complex medical needs, 2) demonstrate a strong potential for providing high quality, holistic, family-centred care to children and families as evidenced in his/her course work and clinical performance, and/or has work experience with children or volunteer activities, and 3) have an interest in working with clients served by the Bloorview MacMillan Centre after graduation.

Value: \$1500 **Application due:** January 31. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. A typed letter of no more than one page stating why the candidate feels worthy of the award. It should include interests, project experience, special achievements and a statement about employment plans and goals following graduation, 3. Two letters of reference (one from faculty/supervisor and one from a fellow student.)

CITY OF TORONTO QUEEN ELIZABETH II SESQUICENTENNIAL SCHOLARSHIP IN COMMUNITY HEALTH NURSING (OSOTF)

Donor: City of Toronto

Open to students completing the first year of the second-entry two year Bachelor of Science in Nursing program. Preference may be given to candidates proficient in a language other than English and whose interest is to work with multicultural families. **Value:** \$5,000. **Application due:** June 30. Contact the Office of Admissions and Awards, University of Toronto, 315 Bloor Street West, Toronto, Ontario M5S 1A3.

EDWIN CHAU MEMORIAL SCHOLARSHIP

Donor: Dr. Grace Bradley, in memory of her father, Mr. Edwin Chau

To be awarded each year to a student in his/her graduating year who is committed to the care of patients of any age with debilitating chronic illness. **Value:** Annual payout from interest on a capital sum **Application due:** April 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. Two letters of reference from faculty members who have taught the student in a clinical setting. The letters of reference must assess the student’s interest and demonstrated skills in working with patients with debilitating chronic illnesses.

FLORENCE EMORY PRIZE

Donor: Athol L. Cherry Bequest

Awarded to the student with the highest standing entering the final year of undergraduate study in the Faculty of Nursing. **Value:** \$300 **Application not required.**

JULIA ALICE SADDINGTON MEMORIAL SCHOLARSHIP

Donor: Mr. Harold Saddington in memory of his wife

Awarded to a full time student entering the final year of the Bachelor of Science in Nursing program who has 1) high academic achievement in courses related to community health, 2) demonstrated strong community practice skills, and 3) strong interest in pursuing community health nursing. **Value:** \$1000. **Application not required.**

KATHLEEN RUSSELL IN-COURSE SCHOLARSHIP

Donor: Ms Elsie Watt

Awarded to the undergraduate student with the highest standing in the first year of the program. **Value:** \$700 - \$900 **Application not required.**

M. JEAN WILSON IN-COURSE SCHOLARSHIP

Donor: Ms M. Jean Wilson, former Undergraduate Program Chair

Awarded to a student entering the final year of the Bachelor of Science in Nursing program who has carried a regular course load and has the highest academic standings in the first year of the program. **Value:** Annual payout from interest on a capital sum **Application not required.**

MANUEL AND ANNE BELLE PUSITZ IN-COURSE SCHOLARSHIPS

Donor: Manuel and Anne Belle Pusitz Trust Fund

Awarded for excellent academic achievement in the first year of the Bachelor of Science in Nursing program, and contingent upon re-enrolment in the second year. **Value:** Annual payout from interest on the Fund **Application not required.**

MARIE AGNES SMITH SCHOLARSHIP FUND

Donor: Estate of Ms Marie Agnes Smith

Awarded to two or more students with outstanding academic achievement in the undergraduate program leading towards a Bachelor of Science in Nursing degree. **Value:** Annual payout from interest on the Fund **Application not required.**

MARY ISABEL UPSON TRUST

Donor: Estate of Ms Margaret L. Giffen

Awarded to four or more students with outstanding achievement in the undergraduate program leading to a Bachelor of Science in Nursing degree. **Value:** Annual payout from interest on a capital sum **Application not required.**

MILDRED CLAIRE PRATT UNDERGRADUATE NURSING SCHOLARSHIP (OSOTF)

Donor: Estate of Ms Mildred Claire Pratt

Awarded on the basis of financial need to student(s) who 1) has/have completed the first year of the Bachelor of Science in Nursing program in good standing, and 2) has/have an aptitude for listening as evidence by demonstration of a) deeply attuned listening skills and b) attentive listening to clients and colleagues. **Value:** Annual payout from interest on a capital sum **Application due:** July 15. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Financial Need Assessment Form, 2. One letter of reference from a faculty member.

NURSING UNDERGRADUATE LEADERSHIP AWARD (OSOTF)

Donor: 1996-97 Nursing Undergraduate Society (NUS)

Awarded equally to two undergraduate students who demonstrate 1) financial need, and 2) leadership through involvement in extracurricular activities in the Faculty of Nursing, the University, and/or the community at large. **Value:** Annual payout from interest on a capital sum **Application due:** July 15. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Financial Need Assessment Form, 2. Statement from applicant.

PERINATAL NURSES OF SOUTHERN ONTARIO UNDERGRADUATE AWARD IN WOMEN'S HEALTH (OSOTF)

Donor: Perinatal Nurses of Southern Ontario and Nursing Annual Fund

Awarded to a student who has 1) financial need, 2) completed Year 1 of the Bachelor of Science in Nursing program and is in good standing, and 3) demonstrated strong interest in women's health. **Value:** Annual payout from interest on a capital sum **Application due:** July 15. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Financial Needs Assessment Form, 2. Two reference letters from faculty members, 3. A one page statement from the applicant documenting his/her interest in women's health, 4. Copy of transcript.

ZINDART UNDERGRADUATE AWARD FOR NURSING CARE OF CHILDREN

Donor: Education Foundation: The Federation of Chinese Canadian Professionals (Ontario)

Awarded to a student who demonstrates academic and clinical excellence in the nursing care of children. **Value:** \$500 **Application due:** July 15. Apply to Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Letter from applicant addressing criteria, 2. One letter of reference from a faculty member.

AWARDS FOR GRADUATING STUDENTS

M. JEAN WILSON SCHOLARSHIP FOR GRADUATING STUDENT

Donor: Ms M. Jean Wilson, former Undergraduate Program Chair

Awarded to a student graduating from the Bachelor of Science in Nursing program who has carried a regular course load and has the highest academic standings in the final year. **Value:** Annual payout from interest on a capital sum **Application not required.**

NANCY COLES BLACKBURN MEMORIAL SCHOLARSHIP

Donor: Ms Dorothy Coles

Awarded each year to student(s) in the graduating year. Candidates must 1) have ranked in the upper half of the final year class but not necessarily have carried a full course load, and 2) have demonstrated excellence in community health nursing. **Value:** Annual payout from interest on a capital sum **Application due:** July 15. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. Two letters of reference, one from a teacher in community health nursing and one from either a member of the teaching faculty in the Faculty of Nursing or a nurse from a community agency, 3. Copy of transcript

NANCY COLES BLACKBURN MEMORIAL SCHOLARSHIP (OSOTF)

Donor: Ms Dorothy Coles

Awarded each year to student(s) in the graduating year. Candidates must 1) have financial need, 2) have ranked in the upper half of the final year class but not necessarily have carried a full course load, and 3) have demonstrated excellence in community health nursing. **Value:** Annual payout from interest on a capital sum **Application due:** July 15. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. Financial Need Assessment Form, 3. Two letters of reference, one from a teacher in community health nursing and one from either a member of the teaching faculty in the Faculty of Nursing or a nurse from a community agency, 4. Copy of transcript

NORA J. GREENSLADE PRIZE

Donor: The Rev. Stanley H. Greenslade and Family

Awarded to a student with outstanding achievement in the final year who has demonstrated the pursuit of excellence in both the academic and clinical areas. **Value:** Annual payout from interest on a capital sum. **Application not required.**

BURSARIES AND LOANS

Applications, based on financial need, are accepted throughout the year. Apply to the Chair, Awards Committee, Faculty of Nursing

ADA FLAXMAN LOAN FUND

Donor: Bequest of Dr. Claire Clausen in memory of his wife, Ada Flaxman, a graduate of the Toronto General Hospital School of Nursing. **Value:** Annual payout from interest on a capital sum

FACULTY OF NURSING ALUMNI BURSARIES

Bursaries for full-time B.Sc.N students. **Value:** maximum \$2000

JACQUELINE FENWICK BURSARY FUND

To a B.Sc.N. student who demonstrates financial need. **Value:** Annual payout from interest on a capital sum

JAMES H. RATTRAY MEMORIAL BURSARIES

For a B.Sc.N. student who demonstrates financial need. **Value:** \$200 (5 bursaries)

KELLOGG LOAN FUND

Value: Annual payout from interest on a capital sum

UNIVERSITY OF TORONTO UNDERGRADUATE BURSARY

Awarded on the basis of financial need. Application form is available in the Student Services Office, Room 102, Faculty of Nursing.

UNIVERSITY OF TORONTO AWARDS

Information on awards available from the University of Toronto is available at the website: www.utaps.utoronto.ca

graduate
programs

GRADUATE PROGRAMS

The Faculty of Nursing offers a Ph.D. program, a Master of Nursing program (in three fields of study: clinical nursing, nursing administration, and acute care nurse practitioner), and a Master of Nursing/Master of Business Administration program. The Faculty also offers a Post-Master's Nurse Practitioner Diploma program.

A number of collaborative programs are also available for students in the Graduate Department of Nursing Science.

The Master of Nursing (M.N.) and Master of Nursing/Master of Business Administration (M.N./M.B.A.) are course-only, non-thesis programs.

The Master of Science (M.Sc.N.), which is a research-focused program requiring a thesis, is no longer admitting students.

APPLICATIONS AND DEADLINES

Application forms and further information for all graduate programs in this Department may be obtained by writing to:

Graduate Department of Nursing Science
University of Toronto
50 St. George Street
Toronto, Ontario M5S 3H4
Tel. no. [416] 978-2863
Fax no. [416] 978-8222
E-mail address: <inquiry.nursing@utoronto.ca>
Web site www.nursing.utoronto.ca

Deadline for application to all graduate programs is February 1.

DEPARTMENTAL APPEALS PROCEDURE

Students should consult the "Appeals" section in the School of Graduate Studies Calendar.

FEES

Students should consult the "Fees" section in the School of Graduate Studies Calendar.
Web site: www.sgs.utoronto.ca

GRADING PRACTICES

Students should consult the School of Graduate Studies Calendar for information on grade scales and grading procedures. All assignments submitted for evaluation must be typed. The departmental definition of grades used in grading graduate level nursing assignments is as follows:

A

Superior performance with strong evidence of original thinking, good organization, sound critical evaluations; evidence of depth of knowledge in the discipline, a clear command of related principles and theories.

B

Good performance with good organization; good evidence of original thinking; some evidence of critical evaluation, ability to analyze and synthesize and to discriminate issues; good grasp of the subject matter.

FZ

Inadequate performance. Organization may range from fair to poor; original thinking, critical and analytical skills, and ability to synthesize may be evident to some degree or not at all; exploration of relevant issues ranges from

limited to irrelevant or trivial treatment of the topic; grasp of the subject ranges from some understanding to insufficient knowledge; skills for effective work may be evident to some degree or only minimally

CR/NCR

Credit/No Credit. A non-letter grade indicating that a course has or has not been successfully completed. Credit/No Credit evaluations are reserved for courses in which only very broad distinctions in assessing the quality of student performance are judged appropriate.

MASTER'S PROGRAMS

MASTER OF NURSING (M.N.)

The M.N. program is designed to prepare advanced practitioners of nursing who have specialized knowledge and skills in a defined area of nursing and the expertise to design programs and influence practice in that area.

The objectives are to prepare graduates who:

1. have in-depth knowledge in a defined area of clinical nursing practice or administration;
2. use research and other sources of information to design programs of nursing care or administrative practice;
3. have the ability to influence how research is applied in practice settings;
4. understand the social, political and economic forces that operate on the health care system and nursing as a discipline;
5. can influence nursing's position in the health care system and society;
6. have the potential to advance to leadership positions in nursing and the health care system.

ADMISSION REQUIREMENTS

Candidates are accepted under the general regulations of the School of Graduate Studies. Meeting minimal requirements does not ensure admission. The admission requirements are as follows:

1. Candidates must have a B.Sc.N. degree from the University of Toronto or an equivalent degree.
2. Candidates must have obtained a mid-B standing in the final year of undergraduate study and, in addition, must have obtained a B standing in the next-to-final year. It is expected that the candidate will have obtained good academic standing in non-nursing as well as nursing subjects. If the candidate completed the bachelor's program on a part-time basis, the final year average will be calculated based on the five most relevant senior level full courses.
3. Candidates must submit official academic transcripts, a curriculum vitae, three letters of reference, and a statement of goals and expectations which clearly indicate the intended field of study. Candidates must submit proof of current nurse registration in a province of Canada, or they must be eligible for registration.
4. Candidates should have successfully completed an introductory course in statistics. If this is not possible prior to admission, the program of the first year must be planned to include such a course. Failure to successfully complete the statistics requirement may jeopardize the student's registration.
5. In addition to all the above requirements, candidates seeking admission to the Acute Care Nurse Practitioner option must also have two years of clinical experience.

FIELDS OF STUDY

The program offers three fields of study:

1. Nursing Administration
2. Clinical Nursing
3. Acute Care Nurse Practitioner
 - a. Adult Acute Care
 - b. Child Acute Care

In consultation with their faculty advisor, students select a set of courses that meet their clinical interests and provide a theoretical foundation for their area of study.

PROGRAM AND DEGREE REQUIREMENTS

For Nursing Administration and Clinical Nursing fields, the program is comprised of seven (7) required courses and five (5) elective courses. There are two periods of concentrated clinical practice. A minimum of two elective courses must be selected from the elective courses offered by the Department of Nursing Science. The remaining three elective courses may be taken in any graduate department at the University of Toronto.

For the Acute Care Nurse Practitioner field, the program is comprised of ten (10) required courses and two (2) elective courses. There are three periods of concentrated practice.

LENGTH OF PROGRAM

The program can be taken on a full- or part-time basis. The length of the program for full-time study is two academic years. All requirements for the degree must be completed within six years from the date of the student's first enrollment.

MASTER OF NURSING/MASTER OF BUSINESS ADMINISTRATION (M.N./M.B.A.)

The combined M.N./M.B.A. program, administered between the Faculty of Nursing and the Faculty of Management, is designed to permit students with a strong interest in both nursing and management an opportunity to participate in an integrated program of study leading to concurrent receipt of the Master of Nursing and Master of Business Administration degrees.

ADMISSION REQUIREMENTS

Students wishing to apply to this combined program must complete separate application forms for admission to the M.N. program and the M.B.A. program. Normally, this is done concurrently. Admission to the combined program is conditional upon independent admission to each of the participating graduate departments. The application deadline for the M.N. program is the same as for the regular M.N. program. The application deadline for the M.B.A. program is February 1, 2002.

Candidates are accepted under the general regulations of the School of Graduate Studies. Candidates must satisfy the full requirements of each of the participating graduate departments. Meeting minimal requirements does not ensure admission. The admission requirements are the same as for admission to the regular M.N. program with the following additions:

1. Candidates must have obtained a B+ standing in the final year of undergraduate study, and in addition, must have obtained at least B standing in the next-to-final year. It is expected that the student will have obtained good academic standing in non-nursing as well as nursing subjects.
2. Candidates must have undertaken the Graduate Management Admissions Test (GMAT) and have obtained a satisfactory score.
3. Candidates must have at least two years of work experience within the health care field. For the part-time program, strong preference will be given to applicants with five or more years of work experience.

Application forms for the M.B.A. program may be obtained from the Joseph L. Rotman School of Management, University of Toronto, 105 St. George Street, Toronto, Ontario M5S 3E6. Tel. (416) 978-3499, Fax (416) 978-5812, Website: www.mgmt.utoronto.ca

Normally, full-time students accepted into the program will be expected to commence their studies in the Faculty of Management. Students must attend the orientation program at the Faculty of Management in the fall just preceding entry into the first year of the M.B.A. program. The requirement that students commence their studies in the Faculty of Management will be waived for those students applying to the program while enrolled in the M.N. program in the Department of Nursing Science. These students, if accepted into the program, will automatically commence their studies in the Faculty of Management the following academic year. Students enrolled in part-time studies will normally commence their program of study in the Faculty of Nursing. An exception will be made for those students who apply to the program while enrolled in the M.B.A. program at the University of Toronto. These

students, if accepted into the program, will commence their studies in the Department of Nursing Science the following academic year. Part-time students must attend the week-end orientation session at the Faculty of Management that is held a month before the start of classes in January.

LENGTH OF PROGRAM

The program can be taken on a full- or part-time basis. The length of the program for full-time study is three academic years. All requirements for the program must be completed within seven years of admission to the combined program.

PROGRAM AND DEGREE REQUIREMENTS

The M.N. component of the combined program is comprised of seven (7) required courses and one (1) elective course. There are two periods of concentrated clinical practice. The M.B.A. component of the combined program is comprised of fourteen (14) required courses and five (5) elective courses.

During the first year of the program, full-time students will be enrolled exclusively in the Joseph L. Rotman School of Management, in which they will complete the standard first year requirements of the M.B.A. degree. The first year courses are taught in seven-week modules, interspersed with a one-week intensive seminar on a special management subject. During the second year of the program, students will be enrolled in the Faculty of Nursing, in which they will complete five half courses for the M.N. degree and two courses in the Faculty of Management. In the third year of the program, students will take a series of courses from a prescribed menu of M.N. and M.B.A. courses as determined by the coordinator of the M.N./M.B.A. program in consultation with the two faculties.

Part-time students will meet the same requirements in a program commencing in the Department of Nursing Science and adjusted to meet their time constraints.

MASTER OF SCIENCE (M.SC.)

THIS PROGRAM IS NOT OPEN FOR ADMISSION FOR THE ACADEMIC YEAR 2001/2002.

The M.Sc. program is designed to provide students who are interested in pursuing a career of scientific inquiry with the knowledge and skills required to proceed to doctoral study. A major component of the program is the conduct of a thesis under the supervision of a faculty member.

The objectives are to prepare graduates who:

1. have in-depth knowledge in a defined area of clinical nursing practice or administration;
2. have the necessary research skills to participate in collaborative research efforts;
3. have the analytic skills to formulate research questions based on the evaluation of research and scholarly works;
4. value scientific inquiry and critique as the foundation for the advancement of nursing knowledge.

FIELDS OF STUDY

The program offers three fields of study:

1. Nursing Science of Healthy Individuals, Families and Communities;
2. Nursing Science of Individuals and Families Experiencing Acute and Chronic Illness;
3. Science of Nursing Administration.

In consultation with their faculty advisor, students select a set of courses that provide a theoretical foundation in their field of study.

PROGRAM AND DEGREE REQUIREMENTS

The program is comprised of three (3) required courses, three (3) elective courses in the student's field of study, an advanced methodology course, and a thesis. There is one period of concentrated clinical practice.

The M.Sc. program includes a thesis based upon an approved research problem. Before the recommendation for degree is forwarded to the School of Graduate Studies, the final version of the thesis, amended as necessary following the oral defense, must be approved by the thesis supervisor, and one unbound and two bound copies must be submitted to the Graduate Department of Nursing Science.

LENGTH OF PROGRAM

The program can be taken on a full- or part-time basis. The program may be completed in a minimum of two years of full-time study. All requirements for the degree must be completed within six years from the date of the student's first enrollment.

COLLABORATIVE PROGRAMS

Students in the Graduate Department of Nursing Science may elect to participate in the following collaborative programs:

LIFE COURSE AND AGING

Information about the program and admission requirements can be obtained from the Institute for Human Development, Life Course and Aging at 222 College St., Suite 106, Toronto, Ontario M5T 3J1.

Tel. no. (416) 978-7910 Web site: www.utoronto.ca/lifecourse

BIOETHICS

Information can be obtained from the Joint Centre for Bioethics at 88 College Street, Toronto, Ontario M5G 1L4

Tel. no. (416) 978-2709 Web site: www.utoronto.ca/jcb

ETHNIC, IMMIGRATION AND PLURALISM STUDIES

Information can be obtained from the Department of Sociology at 725 Spadina Avenue, Toronto, Ontario M5S 2S4

Tel. no. (416) 978-3414 Web site: <http://www.utoronto.ca/ethnicstudies>

WOMEN'S STUDIES

Information can be obtained at the Institute for Women's Studies and Gender Studies, New College, 40 Willcocks St., Rm. 2045, Toronto, Ontario M5S 1C6

Tel. No. (416) 978-3668 E-mail <grad.womenstudies@utoronto.ca>

Web site: www.utoronto.ca/womens/gws/gradprog.htm

PH.D. PROGRAM

The Ph.D. program is designed to prepare scientists with the analytical and research skills required for the study of clinical or administrative nursing problems. The completion of a thesis forms a major component of the program.

The objectives are to prepare graduates who:

1. understand the theoretical foundations of nursing science;
2. appreciate the relationship between nursing science and the scientific basis of other health disciplines;
3. demonstrate in-depth knowledge of a selected aspect of nursing science;
4. are able to design and conduct research studies of relevance to nursing science;
5. demonstrate commitment to ethical scholarship and collaboration in the furthering of knowledge, and have a critical and objective perspective on research;
6. can contribute to the education of undergraduate and graduate nursing students.

ADMISSION REQUIREMENTS

Candidates are accepted under the general regulations of the School of Graduate Studies. Meeting minimal requirements does not ensure admission.

Candidates for admission to the Ph.D. program must have a University of Toronto Master's degree in nursing, or a degree from an equivalent nursing program in a recognized university. Candidates must have achieved at least a B+ standing in their master's program.

The application process will involve:

1. identification of and firm commitment from a potential Ph.D. supervisor;
2. submission of copies of official academic transcripts from each university attended;
3. submission of curriculum vitae, and relevant publications;
4. submission of a statement, 2-3 pages in length, indicating the candidate's reasons for Ph.D. study, research interests, potential funding sources and future plans;
5. submission of two letters of recommendation from professors familiar with the candidate's earlier graduate work. For those who completed a Master's thesis, one letter must be from the thesis supervisor.
6. A personal interview may be required.

M.N./PH.D. TRANSFER

Exceptional students who are excellent candidates for the Ph.D. program may request a transfer from the M.N. to the Ph.D. program. Interested students should consult the Graduate Coordinator for more information.

FIELDS OF STUDY

Students will elect to study in one of three research fields:

1. **Nursing Science of Healthy Individuals, Families and Communities**
This field has its roots in health education, social support, and health promotion, from micro (nurse-client) to macro (community development) level.
2. **Nursing Science of Individuals and Families Experiencing Acute and Chronic Illness**
This field is concerned with understanding and ameliorating the effects of acute and chronic illness on individuals and families, and encompasses both fundamental and applied research.
3. **Science of Nursing Administration**
This field examines the factors that affect nurses' ability to provide high quality nursing care in various employment settings, and strategies that can be used to improve nurses' work life.

PROGRAM AND DEGREE REQUIREMENTS

In order to qualify for the degree, a candidate shall complete a program of study approved by the Graduate Department of Nursing Science. A Supervisory Committee will be formed for each student, the purpose of which will be to plan with the student a program of study and to monitor the student's progress. The student's program of study will be designed to support the student's research and to provide depth and breadth in the area under study.

The doctoral program at the Faculty of Nursing, University of Toronto is geared to the needs of individual students. In consultation with your supervisor, you may request permission to take some courses at another university. Also, while all students must spend time in their supervisor's research "laboratory", you may request to undertake components of your own doctoral research project closer to home, provided that the highest quality of research mentorship and experience can be ensured.

The program of study will include a minimum of four (4) courses, student/faculty research seminars during the first two years in the program, and a thesis based upon an approved research problem.

The courses will include:

1. one required course, Theoretical Perspectives in Nursing Science;
2. one elective from the student's major field of study;
3. a minimum of one elective in research methodology to support the student's research;
4. a minimum of one elective to expand the student's knowledge base in the chosen field of study.

An examination of the dissertation proposal will be required upon the completion of the required course work. The student's thesis will be defended in the Departmental Oral Examination and the Final Oral Examination of the School of Graduate Studies.

LENGTH OF PROGRAM

The program can be taken on a full-time or flex-time basis. Normally degree requirements are completed in four academic years of full-time study.

All requirements for the degree must be completed within six calendar years (full-time study) and eight years (flex-time) from the date of the student's enrollment in the program.

Students who indicate on their application form that they are choosing the flex-time option are required to pay full-time fees for the first four years of their program; thereafter, they will pay part-time fees.

POST-MASTER'S NURSE PRACTITIONER DIPLOMA PROGRAM

The Post-Master's Nurse Practitioner (NP) Diploma program is designed to afford students who have completed graduate education the opportunity to develop the knowledge and skills required to perform the nurse practitioner role in an acute care clinical setting.

ADMISSION REQUIREMENTS

The admission requirements are as follows:

1. Master's degree in Nursing or an equivalent degree with a clinical nursing focus.
2. Two years of clinical nursing experience.
3. Written agreement from preceptor, prior to seeking admission to program.

Preference will be given to:

1. Candidates with one or more years in an advanced nursing practice role (in addition to clinical experience).
2. Candidates with sponsorship from their employment setting.

Deadline for applications for classes beginning in January 2002 is September 7, 2001.

FIELDS OF STUDY

Students can focus their studies in the area of adult or pediatric acute care.

PROGRAM AND DIPLOMA REQUIREMENTS

The program is comprised of four (4) core courses and three (3) clinical courses. Students can challenge core components of the program if they have completed an equivalent graduate level course. Submission of the course outline to the Program Coordinator for review and approval will be required for courses completed at a university other than the University of Toronto.

LENGTH AND FORMAT OF PROGRAM

Six months are required to complete the four (4) core courses. The format of the program includes self-study, a web-based component, distance education modules and monthly sessions on campus. The modular format concentrates class time to three-day blocks, six times over a six month period. An additional six months are required to complete the clinical practicums.

A second option which allows the core and clinical courses to be taken concurrently may be available to individual students with prior approval.

All requirements for the diploma must be completed in one year.

For additional information or an application form please visit: www.acutecarenp.com/

REQUIRED COURSES

Note: Y refers to a full course, H refers to a half course

M.N. PROGRAM

NURSING ADMINISTRATION AND CLINICAL NURSING

NUR1016H

Social and Political Issues in Health Care/M. Risk and K. MacMillan

NUR1017H

Theoretical Developments in Nursing Science/
S. Nelson, F. Wynn, and D. Wells

NUR1022H

Critical Appraisal of Research/D. Pringle

NUR1069Y

Advanced Nursing Practice (CR/NCR)**/R. Srivastava
(Pre-requisite: Completion of a minimum of 5 courses, 2 of which must be NUR1017H and NUR1022H. Submission of a health evaluation and immunization form is required prior to registration.)

NUR1070Y

Integration of Theory/Research in Practice
(CR/NCR)**/R. Srivastava
(Pre-requisite: NUR1069Y. Submission of a health evaluation and immunization form is required prior to registration.)

A course on health care delivery systems (eg. NUR1034H, NUR1060H, NUR1061H)

A course on communication (eg. NUR1043H, NUR1064H, NUR1032H)

Note: NUR1069 and NUR1070 will be offered in three options: September through December, January through April, and September through April.

ACUTE CARE NURSE PRACTITIONER

NUR1016H

Social and Political Issues in Health Care/M. Risk and K. MacMillan

NUR1017H

Theoretical Developments in Nursing Science/
S. Nelson, F. Wynn, and D. Wells

NUR1022H

Critical Appraisal of Research/D. Pringle

NUR1101H

Advanced Health Assessment and Diagnostic Reasoning - Adult/ L.Cicutto

NUR1102H

Advanced Health Assessment and Diagnostic Reasoning - Child/ M.McAllister

NUR1103H

Pathophysiological Concepts/H. Ginzberg

NUR1104H

Therapeutics/A.Bjelajac

(Pre or Co-requisite: NUR1101H or NUR1102H. Open to Acute Care Nurse Practitioner students only.)

NUR1105H

Advanced Practice Role: Roles and Issues /M. Stuckey

NUR1106Y

Advanced Nursing Care of Clients and Families I /
M. McAllister

(Pre-requisite: NUR1101H or NUR1102H and NUR1103H or NUR1104H. Submission of a health evaluation and immunization form is required prior to registration. Open to Acute care Nurse Practitioner students only.)

NUR1107Y

Advanced Nursing Care of Clients and Families II /P. Green

(Pre-requisite NUR1106Y. Submission of a health evaluation and immunization form is required prior to registration. Open to Acute Care Nurse Practitioner students only.)

NUR1108Y

Advanced Nursing Care of Clients and Families III/
P. Pogue

(Pre-requisite: NUR1107Y. Submission of a health evaluation and immunization form is required prior to registration. Open to Acute Care Nurse Practitioner students only.)

Note: NUR1107Y is offered in two options: September through December and September through April.

NUR1108 is offered in two options: January through April and September through April.

M.N./M.B.A. PROGRAM

NUR1016H

Social and Political Issues in Health Care/M. Risk and K. MacMillan

NUR1017H

Theoretical Developments in Nursing Science/S. Nelson, F. Wynn, and D. Wells

NUR1022H

Critical Appraisal of Research/D. Pringle

NUR1069Y

Advanced Nursing Practice (CR/NCR)**/R. Srivastava
(Pre-requisite: Completion of a minimum of 5 courses, 2 of which must be NUR1017H and NUR1022H. Submission of a health evaluation and immunization form is required prior to registration.)

NUR1070Y

Integration of Theory/Research in Practice (CR/NCR)**/R. Srivastava
(Pre-requisite: NUR1069Y. Submission of a health evaluation and immunization form is required prior to registration.)

A course on health care delivery systems

A course on communication

Note: NUR1069 and NUR1070 will be offered in three options: September through December, January through April and September through April.

MGT1102H

Business Ethics/Staff

MGT1201H

Economics of Enterprise/Staff

MGT1211H

Economic Environment of Business/Staff

MGT1221H

Accounting I/Staff

MGT1222H

Accounting II/Staff

MGT1241H

Operations Management/Staff

MGT1260H

Leadership and the Management of Teams/Staff

MGT1272H

Management Information Systems/Staff

MGT1301H

Fundamentals of Strategic Management/Staff

MGT1330H

Business Finance/Staff

MGT1350H

Marketing/Staff

MGT1362H

Administrative Theory/Staff

MGT1382H

Statistics for Management/Staff

MGT2005H

Advanced Concepts in Strategic Management/Staff

M.SC. PROGRAM

NUR1017H

Theoretical Developments in Nursing Science/S. Nelson, F. Wynn, and D. Wells

NUR1022H

Critical Appraisal of Research/D. Pringle

NUR1070Y

Integration of Theory/Research in Practice (CR/NCR)**/R. Srivastava
(Pre-requisite: Completion of all course work and approval of the thesis proposal by the thesis committee. Submission of a health evaluation and immunization form is required prior to registration.)

THS9999Y

Thesis

Note: NUR1070Y is offered in three options: September through December, January through April, and September through April.

PH.D. PROGRAM

NUR1080H

Theoretical Perspectives in Nursing Science/F. Wynn

THS9999Y

Thesis

POST-MASTER'S NURSE PRACTITIONER DIPLOMA PROGRAM

NPD1101/2H

Advanced Health Assessment and Clinical Reasoning—Adult or Child/M. Ballantyne, L. Cicutto

NPD1103H

Pathophysiologic Concepts/H. Ginzberg

NPD1104H

Therapeutics/A. Bjelajac

NPD1105H

Advanced Nursing Practice: Roles and Issues/J. Price

NPD1106Y

Advanced Nursing Care of Clients and Families I/
P. Hubley

NPD1107Y

Advanced Nursing Care of Clients and Families II/
P. Hubley
(Prerequisite: NPD1106)

NPD1108Y

Advanced Nursing Care of Clients and Families III/P.
Hubley
(Prerequisite: NPD1107)

ELECTIVE COURSES

NUR1012H

Culture and Relations/R. Hagey

NUR1013H

Transcultural Health Care Issues/R.N.F. Lee

NUR1014H

The Politics of Aboriginal Health/R. Hagey

NUR1016H

Social and Political Issues in Health Care/M. Risk and
K. MacMillan (required for M.N. students)

NUR1021H

Nursing Ethics/E. Peter

NUR 1023H

Critical Issues in the Design and Conduct of Controlled Trials of Behavioural Health Care Interventions/E. Hodnett

(Pre-requisite: Introductory graduate courses in research design and biostatistics. This course is for students who are planning an RCT for their thesis research, and the content and assignments have been developed to meet their needs. Other students must contact Dr. Hodnett prior to registration, to discuss whether the course is suitable for them.)

NUR1024H

Qualitative Research: Foundations, Methods and Designs/J. Angus and D. Gastaldo

NUR1026H*

Evaluating Interventions in Clinical Settings/S. Sidani
(Pre-requisite: Intermediate level statistics course - graduate level. This course requires basic knowledge of research design and methods, and advanced knowledge of statistical analyses.)

NUR1032H

Group Process and Professional Practice/M.J. Esplen

NUR1033H

Advanced Psychiatric Nursing Theory/R. Gallop

NUR1034H

Program Planning and Evaluation in Nursing/
I. Bajnok

NUR1040H

Issues in Women's Health Care/J. Angus

NUR1041H*

Contemporary Family Theories: Implications for Nursing Research and Practice/P. McKeever

NUR1042H*

Responses of Children and Families to Acute Illness in Childhood/B. Stevens

NUR1043H

Theories of Interpersonal Process/R. Gallop and M.J. Esplen

NUR1044H

"Thinking" About Children: Implications for Health Care Research, Practice and Policy/P. McKeever
(Pre-requisite: Undergraduate or graduate level coursework related to developmental psychology, the sociology of childhood and the philosophy of science, e.g. NUR1017H or NUR1080H are strongly recommended but not required.)

NUR1045H

Theories of Pain: Impact on the Individual, Family and Society/B.Stevens and J.Watt-Watson

NUR1049H

Nursing Approaches to Common Physiological and Behavioural Manifestations of Critically Ill Patients/G.Wilson

NUR1050H

Coping with Illness/M. Fitch

NUR1051H

Assessment and Management of Common Responses to Illness/S. Galloway and Faculty

NUR1052H

Perinatal Nursing Science/Faculty

NUR1053H*

The Clinical Challenges of Caring for Aging Persons: A Conceptual and Research Based Approach/Faculty

NUR1054H

Theory and Research Considerations in the Care of People with Dementia/Faculty

NUR1055H

Health Promotion in Nursing Practice/D. Gastaldo

NUR1056H

Designing Long-term Care Environments/D. Pringle

NUR1059H

Informatics: Theory and Application in Nursing/L.Nagle

NUR1060H

Management of Nursing Services/D. Irvine Doran

NUR1061H

Patient Information Systems/Workload Measurement/Faculty

NUR1063H*

Assessment and Management of Complex Responses to Illness/Faculty

NUR1064H

Behaviour in Health Care Organizations/L. McGillis Hall
(Prerequisites: NUR1017H and NUR1022H)

NUR1066H

The Theoretical Basis and Methodology for Quality Improvement in Nursing Services/D. Irvine Doran

NUR1090H*

Measuring Nursing Phenomena/S. Sidani
(Pre-requisite: Completion of an advanced graduate level statistics course.)

JNH5001H

Health Care Settings: Issues, Concepts, Measures and Policies/P. McKeever and P. Coyte

JPX1001H

Parenting: Multidisciplinary Perspectives/G. Macdonald

**Not offered in current academic year*

*** (CR/NCR) Credit/No Credit*

Note: Nursing courses may not be offered if there is insufficient enrolment.

COURSE DESCRIPTIONS

REQUIRED COURSES

NUR1016H

Social and Political Issues in Health Care

This course will identify and critically examine current issues affecting the health care system. The structure of the current system, policy initiatives as well as relevant legislation will be examined. The role of the nurse; other providers and the public in influencing the system will be addressed. 3 hours/week.

NUR1017H

Theoretical Developments in Nursing Science

This course will engage you in critical thinking about theoretical developments in nursing science. The study of these developments will involve discourse about the identity, future and direction of nursing science. Therefore, in the course, we will undertake an analysis of the history of ideas in nursing, which will include a review of the various perspectives influencing theory and theorizing such as the philosophy of science and broader interpretive, phenomenological and critical viewpoints. The relationship between theoretical ideas in nursing and the practice of nursing will be analyzed. 3 hours/week.

NUR1022H

Critical Appraisal of Research

Often nursing (and medical) practice is not based upon the best available research evidence, even when the evidence is strong and has been available for some time. Implementation of research results in the practice setting requires one to have substantial skills in critical appraisal of research and to be conversant in the emerging field of research utilization. The purpose of the course is to enable the student to become a proficient user of nursing and other health care research. Emphasis will be placed on critical appraisal of studies and critique of the major theoretical models concerning diffusion and implementation of research results. 3 hours/week.

NUR1069Y

Advanced Nursing Practice

This course will provide students an opportunity to develop advanced clinical or administrative expertise in a specific area of nursing practice. Students will be expected to demonstrate depth of knowledge related to their specific area of practice including knowledge of recent research findings. They will be expected to critically analyze the scientific basis of their practice. The field experience is an average of 2 days/week.

(Pre-requisite: Completion of a minimum of 5 courses, 2 of which must be NUR1017H and NUR1022H. Submission of a health evaluation and immunization form is required prior to registration.)

NUR1070Y

Integration of Theory/Research in Practice

This course is a combination of concentrated field experience and student/faculty seminars. Students will be responsible for developing objectives for the course in relation to their clinical/administrative studies, thesis topic (where relevant) and clinical experience. The field experience is 3-4 days/week throughout the semester, and the student will work with a clinical advisor during that time. Seminars will be held for two hours every second week and will be focused on integrating the student's practical experience with learning from theory and research.

(Pre-requisite: NUR1069Y. Submission of a health evaluation and immunization form is required prior to registration.)

NUR1080H

Theoretical Perspectives in Nursing Science

This course is a required course for doctoral students in the Graduate Department of Nursing Science. It takes Nursing Science itself as its subject matter, with the aim of fostering in the graduate student a theoretical appreciation of the discipline. The seminars and discussions will be organized around three different theoretical perspectives: (1) The perspective of science in general; (2) The perspective of health science; (3) The perspective of Nursing Science. 3 hours/week.

NUR1101H

Advanced Health Assessment and Clinical Reasoning - Adult

Models of clinical reasoning will be explored, critically reviewed and applied to a broad range of adult case studies as students develop knowledge and skill in the collection of data, diagnostic approaches and formulation of therapeutic plans in collaboration with clients and families and other health professionals. It is expected that students will be competent in basic health and physical assessment and associated techniques prior to beginning this course. 3 hours/week. (*Open to Acute Care Nurse Practitioner students only.*)

NUR1102H

Advanced Health Assessment and Clinical Reasoning - Child

This course will prepare students in the Acute Care Nurse Practitioner Program to perform advanced health and physical assessment of the child and family who are experiencing illness. It is expected that students will be competent in basic health and physical assessment and associated techniques prior to beginning this course. Models of diagnostic reasoning will be investigated. These will be critically reviewed and applied to a broad range of clinical case studies as students develop knowledge and skill in the collection of data, diagnostic approaches and formulation of therapeutic plans in collaboration with children and families. Practical elements of advanced child and family assessment will be addressed with emphasis on developmentally appropriate approaches to assessment and growth and development milestones. 3 hours/week. (*Open to Acute Care Nurse Practitioner students only.*)

NUR1103H

Pathophysiologic Concepts

This course will explore pathophysiologic mechanisms of altered health states. It is expected that students will have a good understanding of basic human physiology prior to enrolling in this course. Students will gain an understanding of theoretical perspectives on the mechanisms of altered functioning of human cells, organs, organ systems and the organism as a whole. Content will be presented in a manner which fosters synthesis of evidence and provides a strong conceptual foundation for the integration of health and physical assessment and clinical reasoning processes in relation to client care. Differentiating pathophysiologic findings from the normal will be emphasized and relevant treatment modalities will be discussed and appraised critically. 3 hours/week.

(*Preference will be given to students in the Acute Care Nurse Practitioner field.*)

NUR1104H

Therapeutics

This course provides students with the opportunity to expand their pharmacotherapeutic knowledge and skills. It also prepares students to integrate pharmacokinetic and pharmacodynamic concepts with gained therapeutic knowledge. Students will learn to identify and utilize timely and appropriate drug information resources in their daily practice. Therapeutic decisions in pediatric and geriatric patients, as well as in patients with altered hepatic and renal functioning, will be addressed. Mechanisms of adverse drug reactions and drug interactions will be addressed. Allergic and pseudo allergic reactions to therapy will also be discussed. Students will learn strategies to identify, assess and manage these adverse effects to drug therapy. 3 hours/week.

(*Pre or Co-requisite: NUR1101H or NUR1102H. Open to Acute Care Nurse Practitioner students only.*)

NUR1105H

Advanced Nursing Practice: Roles and Issues

This course critically examines legal, organizational and systems' issues in health care in terms of their influence on advanced nursing practice. The scope and standards of ethical practice, professional accountability and outcomes of advanced nursing practice will be addressed. Practice models will be specifically analyzed within the context of organizational driving and restraining forces and how these impact on role implementation in advanced nursing practice. Content will be presented in a variety of didactic, interactive and self-directed learning experiences. 3 hours/week.

(*Preference will be given to students in the Acute Care Nurse Practitioner field.*)

NUR1106Y

Advanced Nursing Care of Clients and Families I

This course is the first in a series of three field experience courses which incorporate a combination of clinical experience and student/faculty facilitated seminars. The course will provide students with opportunities to integrate theoretical principles and concepts into clinical practice. Practice settings which offer broad, general experiences with common client/family health and illness states will be used to allow students to develop advanced skills related to client and family assessment, diagnostic testing and treatment planning with emphasis on systems thinking, developmental issues and collaboration with client, families and other health professionals. Application of the diagnostic reasoning process will be integral to the students' experience. 11.5 hours/week.

(Pre-requisite: NUR1101H or NUR1102H and NUR1103H or NUR1104H. Submission of a health evaluation and immunization form is required prior to registration. Open to Acute care Nurse Practitioner students only.)

NUR1107Y

Advanced Nursing Care of Clients and Families II

This course is the second in a series of three field experience courses and incorporates a combination of clinical practice and seminar discussion. The course will provide students with opportunities to further analyze, synthesize and integrate theoretical principles and concepts related to advanced clinical practice. Practice settings that offer experiences with clients and families experiencing acute and chronic illness states with moderately complex needs will be used to facilitate development of advanced skills related to: i) client and family assessment; ii) diagnostic reasoning and treatment planning; iii) systems thinking; iv) developmental issues; and v) collaboration with clients, families and other health professionals. Students will develop a learning plan which will be used by the student, the preceptor and the faculty member to evaluate her/his clinical experience. 20 hours/week.

(Pre-requisite: NUR1106Y. Submission of a health evaluation and immunization form is required prior to registration. Open to Acute Care Nurse Practitioner students only.)

NUR1108Y

Advanced Nursing Care of Clients and Families III

In the third and final field experience course, clinical practice and seminar discussions are used to further the development of principles and concepts related to advanced clinical practice. Practice settings will offer opportunities for working with clients and families with multiple and complex health care needs to facilitate consolidation of skill development. Comprehensive management of clients across the health illness continuum will include: i) holistic client and family assessment; ii) diagnostic and treatment planning; iii) outcome setting and evaluation; iv) systems thinking; v) health promotion with an awareness of determinants of health; vi) collaboration with clients, families and other health professionals; vii) patient and family education; and viii) discharge planning. 30 hours/week.

(Pre-requisite: NUR1107Y. Submission of a health evaluation and immunization form is required prior to registration. Open to Acute Care Nurse Practitioner students only.)

RST9999Y

Research/Thesis

A research problem, related to the student's field of study, is used as the basis for designing and conducting a study, the report of which is the thesis. For M.Sc. students, research for the student thesis will normally be part of a faculty research program.

ELECTIVE COURSES

NUR1012H

Culture and Relations

This is a course that explores methods for critiquing relations in hierarchies, and examines theory/practice through group exercises and assignments on self reflection, consensus building and integrative antiracism in nursing. Transformative Principles of Racial Justice are explored as a particular method for improving employer/employee relations. 3 hours/week.

NUR1013H

Transcultural Health Care Issues

This course will examine health care issues confronting the multicultural Canadian mosaic. Theoretical concepts related to culture, race, ethnicity, health and illness and their application to the provision of health care in the multicultural society will be examined. Seminars will focus on similarities and differences in health values, beliefs and practices among culturally diverse people and those from the dominant group culture. The influence of culture and ethnicity on health values, beliefs and practices throughout the life cycle, in health and in illness will be explored. The impact of government and health agency policies that address the health care needs of the multicultural community will be analyzed. Emphasis in the course will be on transcultural health care issues and problems relevant to multidisciplinary health care practice, education and research. 2 hours/week.

NUR1014H

The Politics of Aboriginal Health

This course invites students to examine the impacts of policies and practices on the health of Aboriginal People in Canada. Film, videos and guests from the Faculty of Medicine Visiting Lectureship on Aboriginal health Perspectives will encourage sharing experience and critical analysis. The readings and seminars will contribute to a research and culture based approach. We will study the social determinants of health. A social determinants approach avoids blaming victims or reducing problems to psychological or behavioural causes, and instead looks at policies and social practices as resourceful and determinative. We will reflect on how realities might be reconstructed, beginning with our own perceptions and strategies. The group assignment will begin to socialize students into collectivist ways of relating and organizing, valued in Aboriginal cultures. 3 hours/week.

NUR1021H

Nursing Ethics

Nurses encounter ethical concerns and dilemmas in all facets of their professional lives. This course will focus on critically examining these concerns and dilemmas through the lens of ethical theory. Although the course will survey a number of theoretical approaches, it will focus on feminist health care ethics in order to capture the interface of ethics and politics. A number of substantive issues will be examined including those pertaining to nurse-patient relationship, the moral agency of nurses, the beginning and end of life, medicalization/geneticization, home care, informed consent, and resource allocation. Throughout, the course will make visible the recurrent themes of power, nursing competence, and the importance of human connectedness and difference in nursing ethics. 3 hours/week.

NUR1023H

Critical Issues in the Design and Conduct of Controlled Trials of Behavioural Health Care Interventions

The randomized controlled trial (RCT) is the gold standard for evaluating the effects of health care interventions. The principles and practices of RCT design are derived from medical science, and were perfected in the evaluations of pharmaceutical agents. Some of these principles and practices must be modified when the experimental intervention is a behaviour, or set of behaviours, by a human being. Human behaviour cannot be standardized and packaged like a medication, and traditional approaches to blinding are impossible. Reviewers may question the value of evaluating behavioural or counseling interventions that are assumed (often incorrectly) to carry no risk. Placebo effects are likely, but are difficult to measure. Important outcomes are frequently categorized as 'soft'. Examples include trials of techniques (e.g. nonpharmacological pain relief and comfort measures), and trials involving complex human interactions (e.g. social support, health education, counseling, and psychotherapy). Trials may involve the randomization of individuals or clusters. Special issues related to multi-centre trials include maintaining recruitment and protocol adherence across sites which may be in different countries, as well as the concerns about standardizing the intervention. 3 hours/week.

(Pre-requisite: Introductory graduate courses in research design and biostatistics. This course is for students who are planning an RCT for their thesis research, and the content and assignments have been developed to meet their needs. Other students must contact Dr. Hodnett prior to registration, to discuss whether the course is suitable for them.)

NUR1024H

Qualitative Research: Foundations, Methods and Designs

All research is molded by philosophical assumptions and by questions, which through their form and phrasing, influence the answers obtained. This seminar course illustrates that research approaches cannot be divided neatly along qualitative/interpretive and quantitative/positivistic axes. The course focuses on differentiating the major qualitative approaches according to their epistemological and ontological foundations. The methodological implications of assumptions about human nature, language, and scientific explanation are explored. Although examples of qualitative research in nursing science will be highlighted, the course will be relevant to students in all health science disciplines. 3 hours/week.

NUR1026H

Evaluating Interventions in Clinical Settings

Evaluating Interventions in Clinical Settings is a methodological course designed for graduate students interested in evaluating the effectiveness of interventions. In this course, students will examine, compare, and contrast the reality of everyday practice and the assumptions underlying the traditional experimental approach for conducting intervention evaluation research (i.e. randomized controlled trial, RCT). They will also explore alternative approaches and methods for evaluating the effectiveness of interventions, including the theory-driven approach. The theory-driven approach has been recently suggested as an alternative for real world research. 3 hours/week.

(Pre-requisite: Intermediate level statistics course - graduate level. This course requires basic knowledge of research design and methods, and advanced knowledge of statistical analyses.)

NUR1032H

Group Process and Professional Practice

Much of a nurse's professional life is spent in groups, for example team meetings, committees and client groups. Groups may be small (two or three individuals or family members) or large (community groups or clients with common health problems). Effective group leadership requires an understanding of both group and interpersonal process. This course will focus on understanding principles of group process: what are the characteristics of an effective group; how are these effects achieved; what is the life cycle of a group; what are common impediments to an effective group? A brief overview of different group modalities and application will be presented. 3 hours/week.

NUR1033H

Advanced Psychiatric Nursing Theory

Traditionally psychiatric nursing has employed psychodynamic principles as the theoretical basis for practice. However, within the last two decades psychiatric nursing has been influenced by numerous forces, including deinstitutionalization, the biological advances of psychiatry, mental health legislation, fiscal restraint, consumerism and the role of abuse in the biology and expression of illness. This course will examine the impact of these forces and will critically analyze the current state of psychiatric nursing practice in light of these forces. The validity of the psychodynamic model for psychiatric nursing practice will receive particular attention. Alternative models of psychiatric nursing will be considered and critiqued. The status of psychiatric nursing research will be examined and critiqued for contribution to theory testing and practice innovation. Concepts central to practice such as quality of life, self efficacy, and meaning of illness will be reviewed. 2 hours/week.

NUR1034H

Program Planning and Evaluation in Nursing

This course will focus on the aspects of nursing and its practice concerned with program planning and evaluation for groups, aggregates, and communities. There will be an emphasis on program planning and evaluation related to disease prevention and health promotion. Students will have the opportunity to analyze current relevant knowledge, theory, models, and research findings for their relevance to program planning and evaluation. The impact of consumer involvement, and political and social forces on program development and evaluation will be included. 2 hours/week.

NUR1040H

Issues in Women's Health Care

This graduate seminar is designed for students who wish to engage in study of current issues in women's health care. The course is intended as a survey of some vital theoretical, methodological and political debates that have emerged in this field. It will provide students with an opportunity to contextualize these debates within the socio-historical context of a changing health care system. 3 hours/week.

NUR1041H

Contemporary Family Theories: Implications for Nursing Research and Practice

Students will review and critique the theoretical perspectives about “the family” that have influenced nursing practice, research and theory development. In addition to traditional perspectives such as Developmental, Systems, and Symbolic Interactionist Theories, Feminist and other Critical Theories will also be examined. The central tenets and underlying assumptions of the theoretical perspectives used to study families will be critiqued in terms of their implications for research, practice and health care policy. 3 hours/week.

NUR1042H

Responses of Children and Families to Acute Illness In Childhood

Acute illness in childhood elicits a wide range of responses from the child and family. These responses vary according to the nature of the stressor/illness, the threat (crisis that the illness poses) and the ability of the child and family to adapt or cope with the illness. The purpose of this course will be to: (a) critically examine responses of the child and family to acute illness and (b) analyze potential intervention strategies utilizing existing research and theories of stress, crisis, coping and growth and development. 3 hours/week.

NUR1043H

Theories of Interpersonal Process

Regardless of the clinical setting in which practice occurs, a fundamental aspect of clinical practice is communication. Communication is dependent upon the clinician’s ability to establish an effective working relationship with his or her client(s). Clinicians often work with clients to examine treatment options and modify lifestyles. The course will examine some of the major theoretical constructs that influence the interpersonal process. Particular attention will be paid to how an individual develops a sense of self. It will be shown that the sense of self determines how one is with people, how readily one can hear others and change behaviours. These abilities will be examined from both the clinician and the client perspective. In addition, these qualities will be considered in the ability to work effectively with other disciplines. Object relations theory will be the primary theoretical perspective for examination of the interpersonal process although other theoretical perspectives will be considered. 2 hours/week.

NUR1044H

“Thinking” About Children: Implications for Health Care Research, Practice and Policy

During the last century, social scientists, health professionals and educators studied children extensively. Their goal was to render accurate descriptions pertaining to “the child” who was considered ontologically different from “the adult”. In recent decades, there has been growing recognition that the understandings of children that resulted from this scholarship are problematic and that important aspects of childhood remain unexplored. 3 hours/week.

(Pre-requisite: Undergraduate or graduate level coursework related to developmental psychology, the sociology of childhood and the philosophy of science, e.g. NUR1017H or NUR1080H are strongly recommended but not required.)

NUR1045H

Theories of Pain: Impact on the Individual, Family and Society

Pain is universal and exists across all ages and stages of the life cycle. It is a complex yet elusive phenomenon that has a major impact on the individual, family and society. A variety of theoretical models have been developed for understanding the physiology and psychology of acute and chronic pain and for predicting the effect of a person’s pain on the family and society in general. Measurement approaches and treatment modes influence the delivery of health care and the management of clinical, economic and administrative outcomes. 3 hours/week.

NUR1049H

Nursing Approaches to Common Physiological and Behavioural Manifestations of Critically Ill Patients

This seminar course will critically examine the research basis for nursing interventions used in the practice setting to manage common problems experienced by patients in a critical care setting. This course will provide the student with the opportunity to obtain in-depth knowledge in the nursing management of patients who are critically ill. The phenomena examined will be those that are common to all patients in critical care settings regardless of disease entity. For each topic, current knowledge regarding its pathophysiological basis will be reviewed. This will provide the basis for discussing the effect of the phenomena on patient, both physiologically and behaviorally.

Evidence to support nursing interventions will be critically examined. The stress response and associated pathophysiological changes will provide the framework for the discussion of the following topics: 1) alterations in sensory/perception-delirium; 2) nutrition in the critically ill patient; 3) impaired sleep and sleep deprivation; 4) weaning of ventilated patients and the associated complications; 5) prolonged immobility and associated complications; 6) pain in the critically ill patient. 2 hours/week.

NUR1050H

Coping With Illness

This course will critically examine theoretical and research literature regarding how people cope with acute and chronic illness. Although a number of theories of coping will be examined, the work of Lazarus and his associates will provide the framework for examining the various factors which affect coping. The topics which will be explored in-depth are those which have particular relevance for nurses who are caring for patients and families who are coping with an illness. These include such topics as social support, uncertainty, self-esteem, control, etc. Research which examines how these factors influence coping will form the basis for examining nursing interventions. The course will explore factors which influence a person's ability to cope with acute events, such as surgery or threatening procedures, and chronic situations such as a chronic illness. 3 hours/week.

NUR1051H

Assessment and Management of Common Responses to Illness

This course will critically examine current research findings regarding the efficacy of specific nursing interventions for managing commonly encountered responses to illness. The relevance of the findings for clinical nursing practice will be discussed. The course will focus on such common responses to illness as fatigue, dyspnea and difficulty sleeping. For each topic current knowledge regarding its pathological basis will provide the foundation for critically examining current methods of assessment and intervention. The adequacy of various methods of assessment will be critically examined as well as their suitability for use with patients of different ages and different medical conditions. The research basis for various nursing interventions will be critically examined and directions for future research explored. 2 hours/week.

NUR1052H

Perinatal Nursing Science

This course critiques salient concepts, research studies, and sociocultural forces germane to the science and practice of perinatal nursing. Relevant studies, with an emphasis on randomized controlled trials, concerning the care of the childbearing woman and her fetus/newborn, are critically examined. The underlying premise is that the best available research evidence should guide perinatal nursing practice. Cross-cultural examples will illustrate the impact of cultural norms on both the generation of research questions and the development of different approaches to care for childbearing women. Competing concepts underlying much perinatal research - for example, normalcy vs. risk, separation vs. integrity, biological vs. psychological vs. sociocultural - will be exposed and debated. 3 hours/week.

NUR1053H

The Clinical Challenges of Caring for Aging Persons: A Conceptual and Research Based Approach

The focus of this course is on the integration and application of concepts and the research literature to clinical nursing practice in the topic areas of gerontological nursing which challenge older persons: compromised mobility, depression, sensory impairment, incontinence and compromised communication. The course utilizes the content methodology through which the conceptual perspective of Enablement guides interpretation of the research literature to develop relevant and research based nursing therapeutics which are applicable in clinical settings. Gaps in the literature and directions for future nursing research are identified. 2 hours/week.

NUR1054H

Theory and Research Considerations in the Care of People With Dementia

In this seminar-based course a framework for examining the effects of dementia on abilities will be used to develop nursing practice and research content. The elements of the framework, and its philosophical assumptions and discipline-related underpinnings will be discussed. Following the framework, the literature from across disciplines will be critically appraised and the findings synthesized into a theoretical system relevant to nursing. The knowledge generated by using the framework will be applied to a description of nursing practice and research. 3 hours/week.

NUR1055H

Health Promotion in Nursing Practice

The focus of this course will be on the aspects of nursing and its practice concerned with health promotion and disease prevention. The course will critically analyze current knowledge, theory and research in the area of health, health promotion and disease prevention to determine their relevance for nursing practice. Strategies and techniques based on current theories and research findings will be examined in terms of their relevance and effectiveness in promoting health and preventing disease. The impact of personal behaviour, the environment, and social policy on health, health promotion and disease prevention will be critically examined. 3 hours/week.

NUR1056H

Designing Long-term Care Environments

The field of long-term care is changing rapidly, driven by cost constraints, increasing numbers of dependent old people and shifting values about what should be provided and where long-term care should take place. This course will examine a variety of philosophic positions behind models of long-term care including the medical model, the social model and the recreational/leisure model and issues related to quality of life versus quality of care. Research on the needs of people of various ages who cannot function independently will be reviewed as a basis for understanding the types of services they require. The particular needs of the cognitively impaired versus frail or physically disabled adults and children will be explored and appropriate environments examined. Concepts of control, risk, leisure, support, and care will be examined as they relate to long-term care environments. The role of the family caregivers in the contribution to long-term care will be explored from the perspective of a stress and coping paradigm and from a formal worker paradigm. Types of services provided, including supportive housing, home care, day care, respite, nursing homes, homes for the aged and chronic hospitals, will be critiqued based on the evaluation of research literature. 2 hours/week.

NUR1059H

Informatics: Theory and Application in Nursing

The purpose of this course is to provide a comprehensive introduction to the development and significance of informatics for nursing practice, administration, research, and education. The course will focus primarily on the issues, challenges, and opportunities related to nursing informatics. Discussion and assignments will explore strategies for facilitating effective and appropriate applications of information and computer science in nursing. 3 hours/week.

NUR1060H

Management of Nursing Services

This course examines fundamental changes taking place in health care organizations and how to manage nursing systems and personnel within the context of contemporary changes. An uncertain environment, funding constraints, and shifting societal values are contributing to changes in the way health care organizations are designed and managed. This course will examine the context, concepts, management philosophies, and design alternatives guiding these changes. Topics covered include organizational theory, organizational design, organizational change, nursing service design, organizational culture, leadership, and organizational effectiveness, including total quality management. 3 hours/week.

NUR1061H

Patient Information Systems/Workload Measurement

The purpose of this course is to analyze the development and use of patient information systems in the management of nursing and health care services. The primary focus of this course will be to examine the scientific basis of these systems in light of their use and misuse. Issues associated with costing nursing services, MIS systems for nursing, outcomes measurement and diffusion of technology will be explored. 3 hours/week.

NUR1063H

Assessment and Management of Complex Responses to Illness

The course will critically examine current research findings regarding the efficacy of specific nursing interventions for managing some of the complex responses to illness. The relevance of the findings for clinical nursing practice will be discussed. Among topics included will be ischemia, edema, altered wound healing, blood clotting and immunocompetence. For each topic, current knowledge regarding its pathophysiological basis will provide the foundation for critically examining current methods of assessment and intervention. The adequacy of various methods of assessment will be critically examined, as well as their suitability for use with patients of different ages and different medical conditions. The research basis for various nursing interventions will be critically examined and directions for future research explored. 2 hours/week.

NUR1064H

Behaviour in Health Care Organizations

This course examines a variety of theories and concepts aimed at understanding the behaviour of individuals and groups in health care organizations. The aim of the course is to provide students with the opportunity to critically evaluate methodologies used to develop our understanding of behaviour in health care organizations. New trends in organizational behaviour will be examined in the context of individual and group relationships in nursing and health care, and the impact on health care organizational effectiveness. 3 hours/week.

(Pre-requisite: NUR1017H and NUR1022H)

NUR1065H

Mental Illness as a Community Issue: Critical Appraisal of Theory and Research

This course begins with a consideration of the social, political and economic forces that have influenced policies and conditions affecting the lives of persons with severe and persistent mental illness, which, in turn, have made mental illness a community issue. The course examines theory and research addressing particular related issues including the following: deinstitutionalization, family caregiving, stigma, the criminalization of the mentally ill, substance abuse and homelessness. The course also examines theory and research related to treatment approaches such as family interventions, case management and psychosocial rehabilitation. 2 hours/week.

NUR1066H

The Theoretical Basis and Methodology for Quality Improvement in Nursing Services

Quality management is an evolving management philosophy and science which was introduced into the health care industry over two decades ago with the seminal work of Donabedian. Since that time, a significant amount of knowledge about the measurement and achievement of quality in health care has been developed, much of it incorporating innovations first proposed within the manufacturing and service industries. 3 hours per week.

NUR1090H

Measuring Nursing Phenomena

This course provides the students with the knowledge and skills for constructing and/or testing measures for use in the study of physiological, behavioral, and psychosocial aspects of nursing and other health-related phenomena. The methods and techniques for constructing the measures and testing their reliability and validity are discussed, as well as the advantages and limitations of the methods and techniques. The goal is to critically evaluate the process of measurement in research studies and clinical settings. The course is divided into three sections: defining the research questions and specifying the purpose of the measure, construction and development of the measure, and evaluating its reliability and validity for use in research. 3 hours/week.

(Pre-requisite: Completion of an advanced graduate level statistics course.)

JNH5001H

Health Care Settings: Issues, Concepts, Measures and Policies

This joint seminar course outlines conceptual and methodological frameworks to assess the costs and consequences of changing health care settings and the way in which health care services are provided to Canadians. Motivated by a paucity of research and educational infrastructure to train the next generation of scholars focused on health care settings, this course offers a graduate-level, multi-disciplinary, research-based curriculum that reflects the complex settings in which health care is currently sought, received and provided. Teaching will, by necessity and by design, rely on new research methods and findings as the field is at an embryonic stage. 3 hours/week.

JPX1001H

Parenting: Multidisciplinary Perspectives

This course, offered jointly by the Departments of Nursing Science, Social Work, Education, Psychiatry and Psychology, is designed to introduce participants to a multidisciplinary range of approaches to the understanding of parenting. Levels of analysis extend from the psychology of parenting to the societal context. Research, theory and professional practice are sampled in a number of disciplines. The course is team-taught by faculty members from the participating departments. In order to facilitate continuity and comparisons across different disciplines, topics and instructors, the course is organized around key themes. Seminars are led by a staff coordinator. In addition to the multidisciplinary teaching, diversity is ensured by the rich and varied backgrounds of the students. Throughout the seminar discussions, students are encouraged to integrate their work/practicum and academic experience. 3 hours/week.

FELLOWSHIPS, AWARDS, LOANS AND BURSARIES GRADUATE PROGRAM

Application forms and a full description of awards can be obtained from the Student Services Office, Faculty of Nursing. Where applications are required, they should be sent to the Chair, Awards Committee, Faculty of Nursing by the date indicated. OSOTF awards are a class of awards offered through the Ontario Student Opportunity Trust Fund. They are intended to assist students in financial need, which must be demonstrated by the completion of the OSOTF financial form.

Information concerning other awards offered by external organizations is available in the Office of Student Services, Rm. 102, Faculty of Nursing.

Note: Fellowships and scholarships offered through the School of Graduate Studies have the additional eligibility requirement of a B+ average in the applicant's last two years of study.

**Awards marked with an asterisk are pending.*

ADMISSION AWARDS

Connaught Scholarship

An entrance scholarship for graduate students with at least an A- average standing. Awarded to a Ph.D. student or student studying at the master's level who intends to pursue doctoral studies. **Value** (2000/2001): \$11,100 plus academic fee. **Application not required.**

Faculty of Nursing Admission Fellowship for Part-time Master's Student

Donor: Dr. Dorothy Pringle

Awarded to a candidate in financial need, who has a sound academic record, who is applying to enroll part-time in a master's program in the Department of Nursing Science. **Value:** \$1000. **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Letter from applicant explaining financial circumstances, 2. Financial Needs Assessment Form

Faculty of Nursing Doctoral Admission Fellowship (OSOTF)

Donor: Faculty of Nursing Annual Fund

Awarded on the basis of financial need to a student admitted to the Ph.D. program. Academic merit will also be considered. **Value:** Annual payout from interest on a capital sum **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing. **Documents required:** 1. Financial Needs Assessment Form

Graduate Admission Fellowship (OSOTF)

Donor: Alumni of the Faculty of Nursing

Awarded on the basis of financial need to a student admitted to a the Master's program in the Faculty of Nursing. Academic merit will also be considered. **Value:** Annual payout from interest on a capital sum **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing. **Document required:** 1. Financial Needs Assessment Form

Helen Carpenter Doctoral Fellowship

Donor: Nursing alumni and friends

An admission award offered to a full-time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit. **Value:** \$5,000 or annual payout from interest on a capital sum **Application not required.**

Kathleen Arpin Doctoral Fellowship

Donor: Nursing alumni and friends

An admission award offered to a full-time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit. **Value:** \$2500 or annual payout from interest on a capital sum. **Application not required.**

Kathleen King Doctoral Fellowship

Donor: Nursing alumni and friends

An admission award offered to a full-time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit. **Value:** \$5000 or annual payout from interest on a capital sum **Application not required.**

Nora J. Parker Ph.D. Admission Fellowship (OSOTF)

Donor: Dr. Nora Parker

Awarded on the basis of financial need to a student admitted to the Ph.D. program in the Faculty of Nursing. Academic merit will also be considered. **Value:** Annual payout from interest on a capital sum **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing. **Document required:** 1. Financial Needs Assessment Form

Nursing Alumni Fellowship

Donor: Nursing alumni

Award(s) offered to the candidate(s) ranked highest by the Admissions Committee who is/are applying to enroll full-time in the Master's program in the Department of Nursing Science. **Value:** \$5000 or annual payout from interest on a capital sum **Application not required.**

ADMISSION/IN-COURSE FELLOWSHIPS

*Alice Gerard Memorial Fellowship

Donor: Nursing alumni and friends

Award offered to a student in the Graduate Department of Nursing Science on the basis of financial need, who intends to work in the nursing field following graduation. **Value:** \$3,500 or annual payout from interest on a capital sum **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Application form

Government of Ontario/Centre for Addiction and Mental Health Graduate Scholarships in Science and Technology (OGSST)

Donor: Centre for Addiction and Mental Health

To be awarded to student(s) in the Faculty of Nursing on the basis of academic excellence. Students must have maintained an overall A- average over the last two years of study at the post-secondary level. Recipients should also exhibit research ability/potential, good communication skills and interpersonal/leadership abilities. Preference will be given to doctoral student(s) enrolled in the Faculty of Nursing studying in the area of psychiatric or addictions nursing or other areas of mental health. Applicants who have defaulted on a Canada or Ontario Student Loan or a loan made under the Ontario Venture Capital Program, or have failed to make under the Ontario Venture Capital Program, or have failed to make satisfactory repayment on an Ontario Study Grant Overpayment may be ineligible. **Value:** \$15,000 per award **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. Two reference letters, 3. All university transcripts, 4. A one-page research proposal, 5. A one-page summary of awards, publications, presentations

Government of Ontario/Dorothy and Bill Palm Graduate Scholarships in Science and Technology (OGSST)

Donor: Women's College Hospital Foundation

To be awarded to student(s) in the Faculty of Nursing on the basis of academic excellence. Students must have maintained an overall A- average over the last two years of study at the post-secondary level. Recipients should also exhibit research ability/potential, good communication skills and interpersonal/leadership abilities. Preference will be given to doctoral student(s) whose graduate supervisor is appointed to the Centre for Research in Women's Health. Applicants who have defaulted on a Canada or Ontario Student Loan or a loan made under the Ontario Venture Capital Program, or have failed to make under the Ontario Venture Capital Program, or have failed to make satisfactory repayment on an Ontario Study Grant Overpayment may be ineligible. **Value:** \$15,000 per award **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. Two reference letters, 3. All university transcripts, 4. A one-page research proposal, 5. A one-page summary of awards, publications, presentations

Government of Ontario/Heart and Stroke Foundation of Ontario Graduate Scholarships in Science and Technology (OGSST)

Donor: Heart and Stroke Foundation of Ontario

To be awarded to student(s) in the Faculty of Nursing on the basis of academic excellence. Students must have maintained an overall A- average over the last two years of study at the post-secondary level. Recipients should also exhibit research ability/potential, good communication skills and interpersonal/leadership abilities. Preference will be given to doctoral student(s) enrolled in the Faculty of Nursing studying in the areas of cardiac and stroke research and practice or associated areas. Applicants who have defaulted on a Canada or Ontario Student Loan or a loan made under the Ontario Venture Capital Program, or have failed to make under the Ontario Venture Capital Program, or have failed to make satisfactory repayment on an Ontario Study Grant Overpayment may be ineligible. **Value:** \$15,000 per award **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. Two reference letters, 3. All university transcripts, 4. A one-page research proposal, 5. A one-page summary of awards, publications, presentations

Government of Ontario/University of Toronto Foundation Graduate Scholarships in Science and Technology (OGSST)

Donor: The School of Graduate Studies, University of Toronto

To be awarded to student(s) in the Faculty of Nursing on the basis of academic excellence. Students must have maintained an overall A- average over the last two years of study at the post-secondary level. Recipients should also exhibit research ability/potential, good communication skills and interpersonal/leadership abilities. Preference will be given to student(s) enrolled in the Department of Nursing Science. Applicants who have defaulted on a Canada or Ontario Student Loan or a loan made under the Ontario Venture Capital Program, or have failed to make under the Ontario Venture Capital Program, or have failed to make satisfactory repayment on an Ontario Study Grant Overpayment may be ineligible. **Value:** \$15,000 per award **Application due:** February 1. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. Two reference letters, 3. All university transcripts, 4. A one-page research proposal, 5. A one-page summary of awards, publications, presentations

Heart and Stroke Foundation Fellowship

Donor: Heart and Stroke Foundation of Ontario

To be awarded on the basis of candidate's academic performance and serious intention of practicing cardiovascular nursing in Ontario following graduation. Awards are renewable for one year. **Value:** Three awards of \$3000 each. **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Application form

Ontario Graduate Scholarship

The Government of the Province of Ontario offers a number of Graduate Scholarships. Applicants must have a high level of academic achievement with first-class standing. Applications and related documents must be submitted in early fall for the subsequent academic year. **Value** (2000/2001): \$3953 per term (\$11859 for 3 terms) **Application due:** October (current students check notice board/e-mail) Incoming graduate students submit applications directly, or through their undergraduate university. **Documents required** (for students currently registered in the Faculty of Nursing, University of Toronto): 1. Application form (<http://osap.gov.on.ca/PDF/0102/ogsfme.pdf>), 2. Report 1 (same website as Application Form), 3. Report 2 (same website as Application Form), 4.

Official university transcripts, 5. List of other scholarships/awards (if applicable), 6. Plan of Study (for currently registered PhD students), or Statement of Interest (for currently registered Master's and B.Sc.N. students) –a one-page, double-spaced, typewritten statement of interest indicating reasons for pursuing graduate studies in the chosen field, 7. Publications and presentations (if applicable) or list of accomplishments (if applicable) – a one-page, double-spaced, typewritten list of your significant academic accomplishments.

Ontario Nursing Home Association Fellowship in Gerontological Nursing

Donor: Ontario Nursing Home Association

A fellowship offered annually to a qualified registered nurse who is pursuing full-time study in the Master of Nursing program at the University of Toronto. The fellowship is open to first and second year students. A successful applicant may re-apply for a second fellowship during the second year of full-time study. The applicant must 1) have been accepted into the Master of Nursing degree program; 2) have serious intent to practice in the area of gerontological nursing in Ontario following graduation. Preference will be given to applicants specializing in the care of the institutionalized elderly. **Value:** \$750 **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Application form

Patricia Lyon Nursing Fellowship

Donor: Toronto Rehabilitation Institute Nursing Funds

Award(s) offered to full-time and/or part-time student(s) in the Master's degree program of the Graduate Department of Nursing Science whose studies are consistent with the goals of the Toronto Rehabilitation Institute and/or will further the strategic directions of the Toronto Rehabilitation Institute. Academic merit will be considered. Preference will be given to employees of the Toronto Rehabilitation Institute. **Value:** Annual payout from interest on a capital sum **Application due:** February 1. Apply to Corporate Professional Leader for Nursing, Toronto Rehabilitation Institute

Perinatal Nurses of Southern Ontario Fellowship in Women's Health (OSOTF)

Donor: Perinatal Nurses of Southern Ontario Graduate Award in Women's Health

Awarded on the basis of financial need to a graduate student enrolled in the Master's or Ph.D. program in the Faculty of Nursing. Demonstration of strong interest in women's health issues is necessary. **Value:** Annual payout from interest on a capital sum. **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing. **Documents required:** 1. Financial Needs Assessment Form, 2. Two reference letters from faculty members, 3. A one page statement from the applicant documenting evidence of his/her interest in women's health, 4. Complete transcript

University of Toronto Fellowships

Available to full-time Master's (Year 1 and Year 2) and Doctoral (Year 1 to Year 5) degree students with B+ academic standing in each of their last two years of study. Students receiving a total of \$15,000 either from external sources or awards administered by the University will not be granted this Fellowship. **Value:** Varies. **Application not required.**

IN-COURSE FELLOWSHIPS

Bloorview Children's Hospital Foundation Graduate Award

Donor: Bloorview Children's Hospital Foundation

An annual award to a full-time student who is entering the final year of a Master of Nursing program or who has completed the course work in the Ph.D. program, or to a part-time student who has completed at least 50% of the program requirements. Recipients must 1) have a clinical interest in providing care to children with disabilities or complex medical needs, 2) demonstrate strong potential for providing high quality, holistic, family-centred care to children and families as evidenced in his/her course work and clinical performance, and/or has work experience with children and volunteer activities, and 3) have an interest in working with clients served by Bloorview MacMillan Centre after graduation. **Value:** \$2000. **Application due:** January 31. Apply to the Chair, Awards Committee, Faculty of Nursing **Documents required:** 1. Application form, 2. A typed letter of no more than one page stating why the candidate feels worthy of the award. It should include interests, project experience, special achievements and a statement about employment plans and goals following graduation, 3. Two letters of reference (one from faculty/supervisor and one from a fellow student).

City of Toronto Queen Elizabeth II Sesquicentennial Scholarship in Community Health Nursing (OSOTF)

Donor: City of Toronto

Open to students enrolled in the Graduate Department of Nursing Science who have completed courses in community health and demonstrate a commitment to this aspect of nursing. Awarded on the basis of financial need and academic achievement, particularly in courses related to community health nursing. **Value:** balance of annual income. **Application due:** June 30. Contact the Office of Admissions and Awards, University of Toronto, 315 Bloor Street West, Toronto, Ontario M5S 1A3

Faculty of Nursing Doctoral Fellowship in the Care of Children

Donor: matching donations from Nortel

Awarded to a student in the doctoral program in the Graduate Department of Nursing Science on the basis of academic merit who is engaged in research in the care of children. **Value:** Annual payout from interest on a capital sum. **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing **Document required:** 1. Letter/statement.

Faculty of Nursing The Class of 5T5 Fellowship (OSOTF)

Donor: Class of 5T5, Faculty of Nursing

Awarded to a student who has completed one year of full- or part-time studies in the Master's program of the Faculty of Nursing, on the primary basis of financial need. The award winner will also show evidence of community involvement and/or leadership, either within or external to the University of Toronto. **Value:** Annual payment from interest on a capital sum. **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing. **Documents required:** 1. Financial Needs Assessment Form, 2. Two letters of references showing evidence of community involvement and/or leadership, either within or external to the University of Toronto.

Hillian Titley Fellowship (OSOTF)

Donor: Ms Beatrice Titley

Awarded on the basis of financial need to a graduate student in good standing who is interested in gerontological nursing, especially the care of people with dementia. Academic merit will also be considered. **Value:** Annual payout from interest on a capital sum. **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing. **Document required:** 1. Financial Needs Assessment Form

Manuel and Anne Belle Pusitz Fellowship

Donor: Manuel E. Pusitz Estate

Awarded to a student in the Graduate Department of Nursing Science who 1) has demonstrated successful achievement as a full-time student in the first year of the Master of Nursing program, 2) is re-enrolling in the second year of full-time study, and 3) has demonstrated financial need. Preference may be given to an international student.

Value: Approximately one-third of the annual payout from the Manuel and Anne Belle Pusitz Charitable Trust #2.

Application due: March 31. Apply to the Chair, Awards Committee, Faculty of Nursing

Document required: 1. Application form

Marion Kuhns Memorial Fellowship

Donor: Bokhara Court No. 22 LOSNA

Awarded to a graduate student in the Master's (full-time or part-time) or Ph.D. program in the Graduate Department of Nursing Science whose program of study focuses on the nursing care of children and whose career goals include a commitment to the nursing care of children. Applicants must have completed at least half of the program requirements, must be in good academic standing and must demonstrate financial need. **Value:** \$2,500.

Application due: March 31. Apply to the Chair, Awards Committee, Faculty of Nursing. **Documents required:** 1.

Financial Needs Assessment Form, 2. Letter from applicant addressing conditions of award, 3. Two letters of references, 4. Copy of transcript

Mildred Claire Pratt Graduate Nursing Fellowship (OSOTF)

Donor: Estate of Mildred Claire Pratt

Awarded on the basis of financial need to graduate nursing student(s) having completed one year of study in the Graduate Department of Nursing Science, in the area of palliative care and who exemplifies the qualities of compassion and efficiency. **Value:** Annual payout from interest on a capital sum. **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing. **Documents required:** 1. Financial Needs Assessment Form, 2.

Two letters of reference, preferably from clinical area, exemplifying applicant's qualities of compassion and efficiency.

Zindart Fellowship for Nursing Care of Persons with Cancer

Donor: Education Foundation: The Federation of Chinese Canadian Professionals (Ontario)

Awarded to a full-time student entering the final year or a part-time student who has completed at least 50% of the program requirements, and who demonstrates academic excellence in courses related to oncology nursing.

Value: \$500. **Application due:** March 31. Apply to the Chair, Awards Committee, Faculty of Nursing. **Documents required:** 1. Letter from applicant addressing criteria, 2. One letter of reference from a faculty member.

BURSARIES

Applications, based on financial need, are accepted throughout the year.

Faculty of Nursing Alumni Association Graduate Emergency Bursary

For a graduate student experiencing emergency financial need. **Value:** Annual total of \$2000 available. No application deadline. Apply to the Chair, Awards Committee, Faculty of Nursing

University of Toronto Graduate Bursary

For full-time graduate students. Contact the Fellowships and Loans Office, School of Graduate Studies, University of Toronto, 63 St. George Street.

Other University of Toronto Financial Support for Graduate Students

Information is available from the website: www.sgs.utoronto.ca/finother.asp

rules &
regulations

IMPORTANT NOTICES

CHANGES IN PROGRAMS OF STUDY, OR "SUBJECT POSTS"

The subject POSTs, or programs of study, that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause. For each program of study offered by the University through the Faculty, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, pre-requisites and co-requisites, grading policies, and timetables without prior notice.

REGULATIONS AND POLICIES

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty are displayed here. Applicable University policies are either fully displayed here or listed here. In applying to the Faculty the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

CALENDAR LIMITATIONS

The University makes every reasonable effort to plan and control enrollment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrollment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrollment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrollment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

COPYRIGHT IN COURSE LECTURES

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

STUDENT NUMBER

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D.'s.

PASSED COURSES MAY NOT BE REPEATED

Students may not repeat any course in which they have already obtained a mark of 50% or higher. The only exception occurs when students require a 100-series course with a specific grade higher than "D" for entry to a limited-enrolment Program. Students may repeat such a course once as an "extra" course, which will have no effect on status or Grade-Point Average. There are no supplemental examinations or provisions to "upgrade" a mark. All courses taken, except those officially dropped, remain on the record.

(taken from: The Faculty of Arts and Science, St. George Campus 2001-2002 Calendar, p. 470)

GUIDELINES FOR ETHICAL AND PROFESSIONAL CONDUCT FOR NURSING STUDENTS

PREFACE:

Nursing is based on the ethical value of a commitment to promoting well-being by providing competent and compassionate care.

Nursing students when entering their educational program should be committed to learning and accepting the ethical standards of conduct of the profession. During their educational program, nursing students strive to learn to promote, to restore and to support health, to prevent illness and also, to relieve suffering. Furthermore, nursing students will reflect on their own values and learn about the profession's values.

The following guidelines are designed to assist nursing students to provide ethical nursing care and to meet the Faculty's expectations regarding ethical and professional conduct. The guidelines will help nursing students become reflective, ethical practitioners.

Guidelines and codes are beneficial because they state values, obligations and limitations. These guidelines are designed to help students think about and resolve ethical and professional questions and issues. However, some ethical questions cannot be answered only by reference to a rule or guideline. Therefore, nursing students are encouraged to discuss ethical issues, concerns and questions as they arise, with their instructors and student group.

The Faculty of Nursing's Guidelines for Ethical and Professional Conduct for Nursing Students complement the University of Toronto's Code of Behavior on Academic Matters, University of Toronto's Code of Student Conduct and the Faculty of Nursing's Guidelines for Appearance of Student in Uniform. Students are responsible for knowing these documents and complying with the code and guidelines.

Nursing students are engaged in a number of relationships and therefore have obligations to different individuals and groups. Thus, the guidelines are divided into three sections (i) nursing student and the client, (ii) nursing student and other health professionals, and (iii) nursing student and the profession.

A. The Nursing Student and Clients

The nursing student is expected to respect the needs and values of clients. The following guidelines will assist the student in meeting this expectation.

1. The nursing student should be respectful of client's values, culture and religion.
2. When a nursing student does not wish to provide care to a client for ethical or religious reasons or because of a conflict in values, the student should discuss the assignment with the instructor as soon as possible. The nursing student must continue providing care until the issue is resolved.
3. The nursing student must provide safe, competent care to client(s). (Please refer to Information on Unsafe Performance, p. 30).
4. The nursing student should strive to establish a therapeutic and caring relationship with clients. This professional relationship is based on trust which must not be violated.
5. The nursing student should communicate verbally and non-verbally with clients and families in a professional manner.
6. The nursing student should maintain client/family confidentiality. The client or designated other must consent to information being disclosed to his/her family, friends, other individuals, and/or health professionals who are not members of the client's health care team. Nursing students are responsible for knowing the policy and practices regarding disclosure of confidential information at the agency where they are practicing. Information can

be shared by the nursing student with the client's health care team and appropriate Faculty members. Client/families should not be discussed in public areas. Client/family confidentiality must be maintained in written assignments and student conferences.

The general rule is that clients must consent to disclosure of information to any individuals who are **not** members of the client's health care team. However, under exceptional circumstances, information can be disclosed without the client's consent: for example, if the safety of the client or others is at serious risk unless specific information is disclosed. Under such circumstances, the nursing student should discuss the situation with his/her instructor. If the instructor is unavailable immediately, the nursing student should discuss the situation promptly with a responsible person in the clinical setting.

7. The nursing student must not be under the influence of substances (for instance, alcohol and illicit drugs) during class nor at the clinical placement.
8. The nursing student should recognize that attendance at clinical placements is compulsory.
9. The nursing student should inform his/her instructor as soon as possible, or according to the manner established by the instructor, if he/she is unable to attend the clinical placement due to illness or extenuating circumstances.

B. The Nursing Student and Other Health Care Professionals

The following guidelines will assist the nursing student to develop and maintain professional relationships and ethical conduct with colleagues.

1. The nursing student is a member of the client's health team. Therefore, the nursing student should accept responsibility to work co-operatively with peers, the instructor and other health care professionals to provide competent and safe client care.
2. In the event that a nursing student has reason to believe that another student or health care professional is not giving competent and safe care, and/or is giving care under the influence of drugs and/or alcohol, the student's first obligations are to protect the client from harm, to ensure that client dignity is respected, and to inform the instructor of the situation immediately.

If the instructor is not available immediately, the nursing student should inform promptly a responsible person at the clinical setting of the misconduct. Both misconduct and failure to report misconduct can result in a client being harmed psychologically and physically. It is left to the student's discretion whether he/she also wants to discuss the issue with the student(s) or health professional(s) involved.

C. The Nursing Student and the Profession

The nursing student represents the nursing profession. Therefore, the student has an obligation to know and appreciate the profession's values and also, to incorporate them into his/her practice.

The following guidelines will assist the nursing student to meet this expectation.

1. The nursing student should understand the Canadian Nurses Association's Code of Ethics for Nursing and the College of Nurses of Ontario's Guidelines for Ethical Behavior in Nursing.
2. The nursing student should refer to these codes when making decisions about an ethical issue.
3. The nursing student should discuss ethical and professional concerns with his/her peers, instructors and other Faculty members.

Approved by Faculty Council, Faculty of Nursing, University of Toronto
September, 1993

UNIVERSITY OF TORONTO – RULES AND REGULATIONS

CODE OF STUDENT CONDUCT

Non-academic offences are defined in the University's Code of Student Conduct (1992), the full text of which may be obtained from the Office of the Assistant Vice-President, Student Affairs. A summary of the code is provided below.

B. OFFENSES

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct

- (i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and
- (ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the Policy and Procedures: Sexual Harassment; and
- (iii) except as otherwise provided herein, occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. OFFENSES AGAINST PERSONS

- (a) No person shall assault another person sexually or threaten any other person with sexual assault.
- (b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.
- (c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.
- (d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.
- (e) No person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, marital status, family status, handicap, receipt of public assistance or record of offences of that individual or those individuals, and that is known to be unwelcome, and that exceeds the bounds of freedom of expression or academic freedom as these are understood in University policies and accepted practices, including but not restricted to, those explicitly adopted.

Note: Terms in this section are to be understood as they are defined or used in the Ontario Human Rights Code.

- (f) (i) No person shall, by engaging in the conduct described in subsection (ii) below, whether on the premises of the University or away from the premises of the University, cause another person or persons to fear for their safety or the safety of another person known to them while on the premises of the University of Toronto or in the course of activities sponsored by the University of Toronto or by any of its divisions, or cause another person or persons to be impeded in exercising the freedom to participate reasonably in the programs of the University and in activities in or on the University's premises, knowing that their conduct will cause such fear, or recklessly as to whether their conduct causes such fear.
- (ii) The conduct mentioned in subsection (i) consists of
 - (a) repeatedly following from place to place the other person or anyone known to them;
 - (b) repeatedly and persistently communicating with, either directly or indirectly, the other person or anyone known to them;
 - (c) besetting or repeatedly watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or
 - (d) engaging in threatening conduct directed at the other person or any member of the family, friends or colleagues of the other person.

2. DISRUPTION

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. OFFENSES INVOLVING PROPERTY

- (a) No person shall knowingly take, destroy or damage premises of the University of Toronto.
- (b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.
- (c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.
- (d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.
- (e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.
- (f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.
- (g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. UNAUTHORIZED ENTRY OR PRESENCE

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. UNAUTHORIZED USE OF UNIVERSITY FACILITIES, EQUIPMENT OR SERVICES

- (a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.
- (b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose. *Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network."*
- (c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. FALSE CHARGES

No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. AIDING IN THE COMMISSION OF AN OFFENSE

No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. REFUSAL TO COMPLY WITH SANCTIONS

No person found to have committed an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. UNAUTHORIZED POSSESSION OR USE OF FIREARMS OR AMMUNITION

No Person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without permission of the officer of the University having authority to grant such permission.

(Note: The President of the University or another senior officer designated by the President has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. The President designated the Vice-President - Administration and Human Resources to exercise this authority. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. HEARING PROCEDURES

1. Whenever possible and appropriate, informal resolution and mediation shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.
2. An Investigating Officer, who may be a student, shall be appointed for a term of up to three years by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), after consultation with the elected student leader or leaders of the division, to investigate complaints made against student members of that division. Investigating Officers shall hold office until their successors are appointed.
3. A Hearing Officer, who may be a student, shall be appointed for a term of up to three years by the council of each division to decide on complaints under this Code made against student members of that division. Hearing Officers shall hold office until their successors are appointed.
4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.
5. Where the head of the division has reason to believe that a non-academic offence as defined in this code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.
6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on whether the student or students have committed the offence alleged and may impose one or more sanctions as listed below. The accused student or students may be assisted and represented by another person, who may be legal counsel.
7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefore has been made by the council of the division.
8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.
9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. SANCTIONS

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

In addition, students found to have committed an offence may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed \$100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year

The following two sanctions, which would directly affect a student's registration in a program, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

(taken from: The Faculty of Arts and Science, St. George Campus 2001-2002 Calendar, p. 487-9)

DISCIPLINE: CODE OF BEHAVIOUR ON ACADEMIC MATTERS

The Governing Council of the University of Toronto has approved a Code of Behaviour, which sets out clearly the standard of conduct in academic matters expected of members of the University community. The Code is enforced by the Provost and Disciplinary Tribunal. Below are extracts from the Code, covering offences, sanctions and procedures as they apply to students. The full text is available from the office of the Dean.

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

A. OFFENCES

1. It shall be an offence for a student knowingly:
 - (a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
 - (b) to use or possess unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
 - (c) to personate another person at any academic examination or term test or in connection with any other form of academic work;
 - (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A");
 - (e) to submit for credit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
 - (f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.
2. It shall be an offence for a faculty member knowingly:
 - (a) to approve any of the previously described offences;
 - (b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified;

- (c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.
- 3. It shall be an offence for a faculty member and student alike knowingly:
 - (a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form.
 - (b) to engage in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.
- 4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B. PARTIES TO OFFENSES

- 1. (a) Every member is a party to an offence under the Code who knowingly:
 - (i) actually commits it;
 - (ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
 - (iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
 - (iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence; or
 - (v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.
- (b) Every party to an offence under the Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.
- 2. Every member who, having an intent to commit an offence under the Code, does or omits to do anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.
- 3. When a group is found guilty of an offence under the Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence is a party to and guilty of the offence and is liable upon conviction to the sanctions provided for the offence.

C.I.(A) DIVISIONAL PROCEDURES

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough and Erindale colleges, the college is deemed to be the faculty.

- 1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.I.(a), and such discussions, meetings and determinations are not proceedings of the Tribunal.
- 2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.
- 3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.
- 4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the department chair or through the department chair to the dean. (See also Section C.I.(b) 1.)
- 5. When the dean or the department chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the dean being informed, the chair of the department and the instructor shall be invited by the dean to be present at the meeting with the student. The dean shall conduct the interview.

6. Before proceeding with the meeting, the dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.I.(b), and that the dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.
7. If the dean, on the advice of the department chair and the instructor, or if the department chair, on advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a Tribunal hearing for another offence.
8. If the student(s) admits the alleged offence, the dean or the department chair may either impose the sanction that he or she considers appropriate under Section C.I.(b) or refer the matter to the Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the department chair or the dean if the dean imposes a sanction.
9. If the student is dissatisfied with a sanction imposed by the department chair or the dean, as the case may be, the student may refer the matter to the dean or Provost, as the case may be, for consideration.
10. If the student does not admit the alleged offence, the dean may, after consultation with the instructor and the department chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.
11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The chair will determine at the opening of the hearing whether there is going to be any objection due to defect, failure or irregularity.
12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the dean to bar him or her from a facility. When or at any time after an accusation has been reported to the dean, he or she may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the accusation, to indicate that the standing in a course and/or the student's academic status is under review. A student upon whom a sanction has been imposed by the dean or the department chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.
13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.
14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's dean or department chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.
15. In the case of alleged offences not covered by the procedures above and not involving the submission of academic work, such as those concerning forgery or uttering, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(B) DIVISIONAL SANCTIONS

1. In an assignment worth 10 percent or less of the final grade, the department chair may handle the matter if:
 - (i) the student admits guilt; and
 - (ii) the assignment of a penalty is limited to at most a mark of zero for the piece of work.If the student does not admit guilt, or if the department chair chooses, the matter shall be brought before the dean.
2. One or more of the following sanctions may be imposed by the dean where a student admits to the commission of an alleged offence:
 - (i) an oral and/or written reprimand;
 - (ii) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
 - (iii) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
 - (iv) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
 - (v) denial of privileges to use any facility of the University, including library and computer facilities;
 - (vi) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
 - (vii) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
 - (vi) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.
3. The dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.
4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C."

(taken from: The Faculty of Arts and Science, St. George Campus 2001-2002 Calendar, p. 484-6)

ACCESS TO STUDENT ACADEMIC RECORDS

The "official student academic record" is maintained by the Faculty, which shall designate the document, form or medium containing the official version and how official copies of such information will be identified.

Student academic records refer to information concerning admission to, and academic performance at, this University. The "official student academic record" contains:

- (1) personal information which is required in the administration of official student academic records such as name, student number, citizenship, social service number;
- (2) registration and enrolment information;
- (3) results for each course and academic period;
- (4) narrative evaluations of a student's academic performance subsequent to his or her admission, used to judge his or her progress through an academic program;
- (5) basis for a student's admission, such as the application for admission and supporting documents;
- (6) results of any petitions and appeals filed by a student;
- (7) medical information relevant to a student's academic performance which has been furnished at the request or with the consent of the student concerned;
- (8) letters of reference which may or may not have been provided on the understanding that they shall be maintained in confidence;
- (9) personal and biographical information such as address and telephone number.

Students wishing to examine their academic records may:

- (1) apply in writing to the Office of Student Services;
- (2) receive an appointment with the Admissions Officer within two weeks of the application;
- (c) examine, in the presence of the Admissions Officer or designate, the content of their academic record, with the exception of those portions of the record which comprise letters of reference which have been provided on the understanding that they shall be maintained in confidence. During such examination, the records shall remain in the Office of Student Services and no documents shall be removed.
- (d) A copy of any document, with the exception of those letters of reference which have been provided on the understanding that they shall be maintained in confidence, will be provided upon the student's request.

ACADEMIC SANCTIONS FOR STUDENTS WHO HAVE OUTSTANDING UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- (a) statements of results or official transcripts of record, or both, will not be issued;
- (b) the University will not release either the official document (normally called diploma) which declares the degree, diploma, or certificate earned, nor provide oral confirmation or written certification of degree status to external enquirers;
- (c) registration will be refused to a continuing or returning student.

The following are recognized University obligations: tuition fees; academic and other incidental fees; residence fees and other residence charges; library fines; loans made by colleges, faculties or the University; Health Service accounts; Bookstore accounts; unreturned or damaged instruments, materials and equipment.

In accordance with the University of Toronto Policy on Academic Matters, all students registered in the Faculty of Nursing who have an outstanding obligation, will be subject to academic sanctions. Payments made by continuing or returning students shall be applied first to outstanding University debts, and then to current fees.

a s s o c i a t i o n s &
s e r v i c e s

FACULTY OF NURSING ALUMNI ASSOCIATION (FNAA)

The Faculty of Nursing Alumni Association has over 5,300 members, all graduates from the University of Toronto's nursing programs. A core group of alumni volunteers comprise the Executive Committee, which is responsible for meeting the objectives of the Association.

The objectives of the FNAA are:

- to encourage and promote alumni and student relationships in order to enhance the student experience while at the University of Toronto;
- to promote and encourage the raising of funds;
- to promote the interests of the Faculty of Nursing;
- to assist in the recruitment of students;
- to promote and advance nursing education and professional development.

Donations to the Faculty of Nursing Annual Fund support the following:

- Scholarships, fellowships and bursaries for students in both undergraduate and graduate programs;
- The Nettie Douglas Fidler Lectureship at the Faculty's annual Research Conference;
- *Vital Connections* newsletter published quarterly for alumni, faculty, staff, students and friends;
- Summer Undergraduate Research Associate positions;
- Spring Reunion and Fall Open House events for alumni and friends.
- Alumni honours with the Distinguished Alumni Awards
- Faculty of Nursing Awards Reception;
- Financial assistance for students' attendance at the annual Canadian Nursing Students' Association Convention;
- Equipment purchases for the Learning Laboratory;
- Support of student endeavours, including: membership in Registered Nurses Association of Ontario; publication of annual yearbook; journal subscriptions at the library; financing Spirit Award etc.

Students currently enrolled and all alumni are encouraged to get involved with the Faculty of Nursing Alumni Association. For more information, please contact the Office of Development and Alumni Relations.

Tel. no. [416] 946-7097

E-mail: development.nursing@utoronto.ca

Website: www.nursing.utoronto.ca

SIGMA THETA TAU

The Faculty of Nursing sponsors the Lambda Pi Chapter of Sigma Theta Tau, an international nursing honour society. The purposes of this organization are to recognize academic excellence in nursing, to encourage research in nursing and to provide opportunity for communication among practitioners, educators and administrators.

Membership is open to current undergraduate students with high standing in their class; to those who have completed the B.Sc.N. program with high standing upon graduation; to graduate students who have completed one half of the required courses at a level significantly higher than that required for graduation. Membership in this organization endorses the quality of your achievement to date, and in itself provides a respected reference.

Enquiries about membership in Sigma Theta Tau are encouraged, and should be directed to the Chair of the Eligibility Committee, Lambda Pi Chapter of Sigma Theta Tau, in care of the Faculty.

DISABILITY SERVICES FOR STUDENTS

UNIVERSITY COMMITMENT

The University, in its statement of institutional purpose states: “the University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity.” The University will make every attempt to provide reasonable and appropriate accommodations to persons who have disabilities. Staff carry a responsibility for creating and maintaining an inclusive environment in their teaching and work settings and responding appropriately to requests for accommodation of a disability. Disability Services for Students is available to provide services directly to students who have disabilities and to support and advise other staff of the University in providing appropriate accommodations.

Responsibilities of Students Who Have Disabilities

Students who have disabilities and who wish to be accommodated in their academic programs and related activities at the University have the responsibility to disclose their disabilities and present requests for accommodations in a timely manner which will facilitate the implementation of supports and services. Students are encouraged to discuss their needs as early as possible in the first instance with **Disability Services for Students**. Students must present appropriate and up-to date documentation of their disability when it is requested in order to receive services.

HEALTH SCIENCES WRITING CENTRE

The Health Sciences Writing Centre is a tutoring facility open to all nursing students. We offer free, 45-minute sessions with experienced tutors. You may bring in writing assignments for any course, at any stage, and we will help you develop your capacity to plan, research, organize, write, and revise your papers. We also offer workshops on a variety of academic skills of specific interest to Nursing students, and work with students whose first language is not English.

The Centre has three offices, one located right in the Faculty of Nursing. Phone 978-3448 to book an appointment.

OFFICE OF THE UNIVERSITY OMBUDSPERSON

The Fields Institute Building
222 College St., Suite 161
Toronto, Ontario M5T 3J1
Tel. no. [416] 978-4874
e-mail: ombuds.person@utoronto.ca
Website: www.campuslife.utoronto.ca/ombudsperson

As part of the University’s commitment to ensuring that the right of its individual members are protected, the University Ombudsperson investigates complaints from any member of the University not handled through regular University channels. The Ombudsperson offers advice and assistance and can recommend changes in academic or administrative procedures where this seems justified. In handling a complaint, the Ombudsperson has access to all relevant files and information and to all appropriate University officials. The Ombudsperson handles all matters in strict confidence, unless the individual involved approves otherwise. The Ombudsperson is independent of all administrative structure of the University and is accountable only to Governing Council.

FACULTY OF NURSING

University of Toronto

50 St. George Street, Toronto, Ontario M5S 3H4

Tel: (416) 978-2865 Fax: (416) 978-8222

Web: www.utoronto.ca/nursing